

SOCI 200 Sociology of the Family

**Section 101
Winter 2022, Term 1**

**MWF @ 9am-10am
West Mall Swing (SWNG) 122**

Instructor: Dr./Professor Alyssa Alexander (she/her)

E-mail: alyssa.alexander@ubc.ca

Office: ANSO 2220

Office Hours: Wednesday at 1-2:30pm OR by appointment

Teaching Assistants: Sophie Liu & Cecilia Chiu

Emails: **XX** & chiu73@student.ubc.ca

Sophie's Office Hours: TIME on XX (In person - XX)

Cecilia's Office Hours: 11am-1pm on Mondays or by appointment (in person or virtual if needed) (location TBA)

Acknowledgement: UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (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 Description

This course introduces students to the field of sociology and focuses on contemporary Canadian family structures, family processes, and their formation and dissolution. Topics will focus broadly on change, diversity, and inequality within and between families, and how these are shaped by other social institutions. This will include discussions of race, gender, sexuality, social class, socialization, mate selection, marital formation and dissolution, singlehood, and parenting. Includes core sociological concepts, methods, and theories. This course consists of a variety of interactive lectures featuring activities, group work, discussions, and student-led presentations.

“Good sociology is sociological work that produces meaningful descriptions of organizations and events, valid explanations of how they come about and persist, and realistic proposals for their improvement or removal.” – Howard S. Becker

Overall Course Goals

- 1 – Help students develop critical thinking skills
- 2 – Help students to understand and appreciate structure and its relationship with agency, specifically with regards to the family

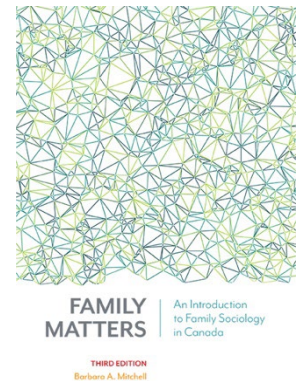
Student Learning Objectives

- Describe past and current trends in family formation and dissolution in Canada
- Evaluate the various main sociological perspectives as applied to families, such as how they can explain family formation, dynamics, and outcomes.
- Apply the sociological imagination to understand one's own family, other families, and family's connection to larger society.
- Analyze how class, race, gender, and sexuality influence family diversity, inequality, and change.
- Differentiate between qualitative and quantitative evidence, including understanding the applications, pros, and cons of each type.
- Demonstrate an understanding of how and why social problems/events relating to the family occur.

Course Materials

The textbook will be available through UBC bookstore, online or on online retailers such as Amazon.

- **Barbara A. Mitchell. Family Matters: An Introduction to Family Sociology in Canada. 4th Edition (Canadian Scholars, 2021).** Earlier editions are acceptable, but chapter numbers may vary.



For the second required book, I will divide the class into “Book Club” groups, where you are expected to read one book in advance, create a visual aid (PowerPoint, poster, etc.), write A PRESENTATION SCRIPT/OUTLINE, & create a class discussion (4-6 questions) or activity. I will pass around a sign-up sheet early in the semester for students to sign up for groups (max 5 people in a group). Groups will be solidified by Sept 20th.

Each group will read ONE of the following books (all of which are available at the UBC library as e-books OR through Amazon and other similar websites):

1. [*Where are you from? Growing Up African-Canadian in Vancouver*](#) by Gillian Creese (2019) – online UBC library
2. [*Random Families: Genetic Strangers, Sperm Donor Siblings, and the Creation of New Kin*](#) by Rosanna Hertz & Margaret K. Nelson (2018) – online UBC library
3. [*It's a Setup: Fathering from the Social and Economic Margins*](#) by Timothy Black and Sky Keyes (2020) – online UBC library
4. [*Making Motherhood Work: How Women Manage Careers and Caregiving*](#) by Caitlyn Collins (2019) – online UBC library
5. [*Pressure Cooker: Why Home Cooking Won't Solve Our Problems and What We Can Do about It*](#) by Sarah Bowen, Joslyn Brenton, and Sinikka Elliot (2019) - online UBC library
6. [*The Dating Divide: Race and Desire in the Era of Online Romance*](#) by Celeste Vaughan Curington, Jennifer Lundquist, and Ken-Hou Lin (2021) - online UBC library
7. [*Creating Equality at Home: How 25 Couples Around the World Share Housework and Childcare*](#) by Francine Deutsch (2020) - online UBC library

8. [Just Get on the Pill: The Uneven Burden of Reproductive Politics](#) by Krystale E. Littlejohn (2021) - online UBC library
9. [Securitized Citizens: Canadian Muslims' Experiences of Race Relations and Identity Formation Post-9/11](#) by Baljit Nagra (2017) - online UBC library
10. [The Ethics and Politics of Breastfeeding: Power, Pleasure, Poetics](#) by Robyn Lee (2018) - online UBC library
11. [Worlds of Care: The Emotional Lives of Fathers Caring for Children with Disabilities](#) by Aaron Jackson (2021) - online UBC library
12. [Punished for Aging: Vulnerability, Rights, and Access to Justice in Canadian Penitentiaries](#) by Adelina Iftene (2019) - online UBC library
13. [The Rainbow after the Storm: Marriage Equality and Social Change in the U.S.](#) by Michael Rosenfeld (2021) - online UBC library
14. [Essential dads: the inequalities and politics of fathering](#) by Jennifer Randles (2020) – online UBC library
15. [Jailcare: Finding the Safety Net for Women behind Bars](#) by Carolyn Sufrin (2017) – online UBC library
16. [GUYnecology The Missing Science of Men's Reproductive Health](#) by Rene Almeling (2020) – online UBC library
17. [Unequal Childhoods Class, Race, and Family Life, With an Update a Decade Later](#) by Annette Lareau (2011) – online UBC library

Course Requirements and Grading

Final grades will reflect these approximate weightings:

- 15% In-Class Participation
- 15% Weekly Discussion Forums (For 10 modules – 2 freebies; 5% posts & 5% responses)
- 20% Book Club (Visual Aid, Presentation Script/Outline, Discussion Qs/Activity)
- 25% Family in Film Paper (Mid-Term)
- 25% Final Personal Narrative (Final exam equivalent)

1 – In-Class Participation (33 points) (15%)

Attending class, arriving to class on time, and participating in class discussion and activities are all vital to your success in this course. This course is a mixture of lecture, class discussion, and activities, so I encourage everyone to participate throughout the term. **Each of the 33 class periods (starting from Sept 12) will involve a participation activity that I use to gauge attendance. You can earn 1 point each class period for a total of 33 points. You can miss up to 5 class periods (these 5 misses are unexcused absences only as excused absences won't hurt your grade) before your participation gets docked.** Grounds for academic concession (i.e. excused absences) include, but are not limited to: conflicting responsibilities due to competitions or performances, military work, supporting one's family/dependents, a court session, immigration proceedings, and religious or cultural observances, medical circumstances, compassionate grounds, etc. For a full list, or for more information on requesting an academic concession, see [Academic ConcessionLinks to an external site.](#) Please let me know if your

absence fits with one of these. Some days everyone may get a free pass, depending on the activity.

I expect you to participate regularly. Please do not come to class late or leave early unless you have notified either me or one of the TAs

2 – Weekly Module Discussions/Connections (40 points) (15%)

For each of the modules listed below, you will be required to post the following: **1 - one connection from the corresponding module topic from your daily life (a song, a film, a social media post, a book, a conversation with family/friends, etc.) AND 2 – one question that the chapter raised for you** in the designated discussion forum. **These posts AND questions are due on the last day of the module (dates listed below & on syllabus course schedule).** Late posts will be accepted, but will be docked points, and will only be accepted one week late without accommodation/concessions. There are 9 modules, HOWEVER, you will get two module freebies (i.e. 2 connection freebies and 2 question freebies – you can mix & match which modules) so you should have at least 7 posts submitted by the end of the semester.

There are 36 points total. Breakdown:

- **18 points for connections (2 points per reply)**
 - o Each connection will be graded on the following scale = 2 points total; 1 point for completion & for being on time AND 1 point for showcasing thoughtfulness & critical thinking (i.e. don't just have a single sentence, use examples, backs up point with appropriate evidence, make detailed connections to your personal life, the course, outside readings/courses, research, clearly showcases how it connects to the course/reading topic)
- **18 points for questions (2 points per question)**
 - o Each question will be graded on the following scale = 2 points total; 1 point for completion & for being on time AND 1 point for encouraging discussion (i.e. try to go beyond comprehension/clarification questions to ask open-ended questions).
Tips below:
 - <https://www.eduflow.com/blog/how-to-write-discussion-questions-that-actually-spark-discussions>
 - <https://teaching.resources.osu.edu/examples/effective-online-discussion>

Modules (9): Race (Oct 5), Social Class (Oct 14), Gender/Sexuality (Oct 21), Young Adults (Oct 28), Marriage/Cohabitation (Nov 7), Divorce/Remarriage (Nov 16), Work & Family (Nov 23), Children (Nov 30), and Old Age (Dec 5)

3 - Family in Film Assignment (100 points) – MID-TERM (25%)

For your **midterm** in this class, you will be required to watch a movie or two episodes of a TV show about families, and then write a 3-6 page double spaced reflection paper following the criteria listed on the rubric provided on Canvas. You will be required to describe the family in

the movie/episode, connect the family to concepts and theories we've discussed so far in class (touching on topics like race, class, gender, sexuality, definitions of family, history of the family), as well include a discussion connecting it your own family. This is an assignment meant for everyone to complete! **Due Date: OCT 31st at 11:59pm (NO CLASS OCT 31 - WORK ON MIDTERM)**

4- Book Club Presentation and Insight (80 points) (20%)

You will participate in Sociology of the Family "Book Club." You will be assigned to a small group (about 5 students per group) and you will read one of the assigned books, which are listed above under course materials. **NOTE:** Multiple groups will be assigned to each book, but you will only work with your assigned group.

PART ONE (75 points): Your group will **CREATE a visual aid (such as a PowerPoint, Poster, video, IG reel, infographic, etc. – be creative), WRITE a presentation script or outline, and DEVELOP either 4-6 discussion questions or a brief 10-15 minute class activity relating to the book's themes.** Further details on rubric. **75 points**

- Piktochart, Canva, PowerPoint, Crello, Adobe, and many more sites (free or otherwise) allow you to create a poster or PowerPoint. Search "research poster" for examples of similar posters. For a PowerPoint, I also have previous examples should you wish to see them for guidance.
- **ALL MATERIALS (visual aid, script, activity/discussion questions) SHOULD be uploaded by 11:59pm on NOV 23rd on appropriate Canvas discussion forum**

PART TWO (5 points): Individually, you are required to watch/read another group's visual aid/script by the last day of class (DEC 7 at 11:59pm). Please upload the following to Canvas assignment once you've done so: 1 – which group you read; 2 – 1 interesting insight you've gained; and 3 – 1 question/critique you have relating to the information presented in the book

4 - Personal Narrative – Final Exam Equivalent (25%)

Your final exam equivalent is to construct a personal narrative, life story, or autoethnography, relating to the family. Doing so will allow you to apply ideas from family sociology to your own life history and develop your own voice. This assignment pulls from C. Wright Mills who essentially argued that we sociologists must merge our creative and critical minds. Furthermore, John Muir's once said: "When you pick out anything to look at, you find it is hooked to everything else in the universe." Guidelines are as follows:

- **Your personal narrative must:**
 - **Focus on ONE specific experience, event, object/item, person, or overarching theme that has been transformative in your life. It MUST connect to at least ONE aspect of our course:** definitions of family, history of the family, family structure, work & family, parenting, children/childhood, aging, divorce, marriage, & more...
 - **Include a discussion/analysis of:**
 - **At least TWO of the following issues:** race, social class, gender, and sexuality.

- **At least TWO outside sources** – academic sources are preferred, but non academic sources are welcome – to add depth and insight to your project
 - **At least THREE explicit connections to the course material** (these can be specific terms or theories or research presented or even class discussions)
 - **Have proper References/Work Cited:** please include proper citations in your actual project as appropriate, but also include a separate reference/work cited page
- **Format of Personal Narrative:** Howard Becker once said, “I’m convinced that there is no best way to tell a story about society. Many genres, many methods, many formats—they can all go the trick. Instead of ideal ways to do it, the world gives us possibilities among which we can choose” (2007:285).
 - **Options include:**
 - **A written autobiography/narrative** (4-8 pages, double spaced)
 - **A podcast** (around 5-10 minutes; max 15 minutes)
 - **A short animation/film/vlog** (around 5-10 minutes; max 15 minutes)
 - <https://www.washington.edu/trends/the-power-of-personal-narratives-in-the-classroom/>
 - **A photo essay/visual story** (3-20 photographs) with explanations/captions
 - <https://www.masterclass.com/articles/how-to-create-a-photo-essay#4-photo-essay-examples>
 - <https://digitalmindsphotography.files.wordpress.com/2020/02/story-telling-with-photographs-how-to-create-a-photo-essay-anne-darling-1.pdf>
 - **A song or poem**
 - **Other artwork** (cartoon, painting, etc.)
 - **HELPFUL RESOURCES:**
 - <https://prowritingaid.com/art/1398/writing-personal-narratives-and-distinguished-examples.aspx>
 - <https://literacyideas.com/how-to-write-a-personal-narrative/>
 - <https://www.sjsu.edu/writingcenter/docs/handouts/Personal%20Narrative%20Essays.pdf>
 - https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/narrative_essays.html

ALTERNATIVE FINAL :

- **Traditional MC & Short Answer exam** (if you’d like to do this option, please let me know by Nov 30th)
- **If you’re uncomfortable writing/telling your story (as one of the TAs or I will read/view it), you are welcome to create a “fictional” personal narrative instead if it fits the requirements above**

Grading: based upon narrative description, analysis/application, and formatting. **The 5Cs:**

- **Completeness of project** (does it have all the required parts?)
- **Correctness** (are any definitions/explanations/connections to class correct?)
- **Clarity** (is the information presented in a clear & concise way?),
- **Citations** (are appropriate citations included for paraphrased AND quoted material?)

- **Critical thinking**

- How would it be different if you were on the other side?
- How would you solve this problem?
- Do you agree/disagree & why?
- Why did this happen? Why does this matter?
- Can you give me an example? Could you elaborate on that?
- What does this teach us about ___?
- Who is affected by this?
- What is the history of ___?
- What would happen if...?
- What does ___ mean?
- How would you critique ___? How should this have happened?
- What questions do you still have?
- How do you look at this now versus at the time?
- Can you compare this with something else?
- Could this be interpreted differently?

DUE DATE FOR FINAL PROJECT/EXAM: DEC 16th at 11:59PM – SUBMIT ON CANVAS

Course Grading Scale

A+ 90-100; A 85-89; A- 80-84; B+ 76-79; B 72-75; B- 68-71; C+ 64-67; C 60-63; C- 55-59
D 50-54; F (fail) 0-49

CLASSROOM POLICIES

Classroom Conduct

There are aspects of this course that might be sensitive for some individuals. We will often discuss heavy or controversial topics. Because of this, even if we disagree with something someone has said, we listen with respect, and try to understand their point of view. If we disagree, we focus our response on the content of the comment and not on attacking the person who said it. No harmful or derogatory comments will be tolerated. Try not to interrupt someone when they're speaking. **Furthermore, I will end class at 9:50. Please be quiet/respectful when packing up. It is disrespectful to both me & your fellow classmates if they are trying to share a thought before 9:50 and all we can hear is packing up.**

Make up exams and late assignments: Make up exams will be given only for documented, excused absences or emergencies. If you miss the final exam/paper date, contact the appropriate administrative officer in your faculty (e.g. Arts advising office if you are an Arts student) to request a 'standing deferred'. **Late work will be penalized, by 5 percentage points per day, and will only be accepted up to one week after the original due date (unless accommodation requires otherwise).** Please discuss conflicts with me in advance.

Trans-Inclusive Statement

To affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

UNIVERSITY POLICIES

According to the Senate Homepage, “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 available on [the UBC Senate website](#)

Academic Integrity

Activities such as plagiarism and cheating are not acceptable and will not be allowed. Incidences may result in a mark of zero and referral to the Office of the Dean. If you have questions about citing your sources or what constitutes plagiarism, please reach out to me, or visit the Chapman Learning Commons. For further details regarding academic integrity please see this link:

<http://www.calendar.ubc.ca/vancouver/?tree=3,54,111,959>

Anti-discrimination Statement

UBC provides equality of opportunity in education and employment for all students and employees. Accordingly, UBC affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination and harassment based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of law and/or UBC policy and will not be tolerated. UBC’s policies and regulations covering discrimination, harassment, and retaliation may be accessed at https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Discrimination-Policy_SC7.pdf

Students with Other Needs

Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations, please contact the [Centre for Accessibility](#). For more information, please review this link:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,34,0,0#178>

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.

COURSE OUTLINE & ASSIGNMENT SCHEDULE

Week	Dates	Topic	Readings (Ch. #s are from newest edition)	Assignments
1	Sept 7	Introduction (Please fill out Book Club Selections & First Day Survey)		
	Sept 9	Sociological Imagination		
2	Sept 12	What is Family?	Family Matters Ch 1 – Section: What are Families	
	Sept 14	Theory	Family Matters Ch. 2	
	Sept 16	Theory		
3	Sept 19	Methods	Fill out Survey link (on Canvas) BY SEPT 16	
	Sept 21	Methods		
	Sept 23	Historical, Cross-Cultural, & Global Context of Families	SKIM Family Matters Ch 3	
4	Sept 26	Historical, Cross-Cultural, & Global Context of Families	SKIM Family Matters Ch. 4	
	Sept 28	Race & Families	Family Matters Ch. 5	
	Sept 30	National Day for Truth & Reconciliation – NO CLASS		
5	Oct 3	Race & Families		
	Oct 5	Race & Families		DISCUSSION CONNECTION AND Ch. 5 Question due by 11:59pm
	Oct 7	Social Class & Families	Family Matters Ch. 14	
6	Oct 10	THANKSGIVING DAY (NO CLASS)		
	Oct 12	Social Class & Families		

	Oct 14	Social Class & Families		DISCUSSION CONNECTION AND Ch. 14 Question due by 11:59pm
7	Oct 17	Gender & Sexuality	Watch Crash Course Sociology #33 (Theories of Gender) AND #32 (Gender Stratification)	
	Oct 19	Gender & Sexuality	SKIM Family Matters Ch 9 (STOP at Linked Lives section)	
	Oct 21	Gender & Sexuality		DISCUSSION CONNECTION AND Ch. 9 (or gender videos) QUESTION due by 11:59pm
8	Oct 24	Young Adults: Sexual Behavior, Dating & more...	Family Matters Ch. 7 (STOP at Living Apart Section)	
	Oct 26	Young Adults: Sexual Behavior, Dating & more...		
	Oct 28	Young Adults: Sexual Behavior, Dating & more...		DISCUSSION CONNECTION AND Ch. 7 Question due by 11:59pm
9	OCT 31	MIDTERM FAMILY IN FILM DUE – OCT 31st by 11:59PM (NO CLASS – WORK ON MIDTERM)		
	Nov 2	Marriage & Cohabitation	Family Matters Ch. 7 (START AT Living Apart and Together END AT Along Comes Baby)	
	Nov 4	Marriage & Cohabitation		
10	Nov 7	Marriage & Cohabitation		DISCUSSION CONNECTION AND Ch.

				7 Question due by 11:59pm
	Nov 9 to Nov 11	MIDTERM BREAK (NO CLASS)		
11	Nov 14	Divorce	Family Matters Ch. 10	
	Nov 16	Divorce		DISCUSSION CONNECTION AND Ch. 10 Question due by 11:59pm
	Nov 18	Work & Family	Family Matters Ch 6	
12	Nov 21	Work & Family		
	Nov 23	Work & Family		BOOK CLUB VISUAL AID, SCRIPT & ACTIVITY/DQS DUE – UPLOAD TO CANVAS DISCUSSION BOARD BY 11:59pm DISCUSSION CONNECTION AND Ch. 6 Question due by 11:59pm
	Nov 25	Children & Parenting	Finish Family Matters Ch 7 (START AT Along Comes Baby) AND READ Family Matters Ch 8	
13	Nov 28	Children & Parenting		
	Nov 30	Children & Parenting	SKIM Ch 11	DISCUSSION CONNECTION AND Ch. (Ch. 7,8, OR 11) Question due by 11:59pm

	Dec 2	Old Age	Family Matters Ch. 12	
14	Dec 5	Old Age		DISCUSSION CONNECTION AND Ch. 12 Question due by 11:59pm
	Dec 7	Future of the Family (Last Day of Class)	No Reading	Please upload the following to Canvas (book club assignment) once you've done so: 1 – which other book club group you read; 2 – 1 interesting insight you've gained; and 3 – 1 question/critique you have of the information
	DEC 16	Final exam/project SUBMIT ON CANVAS by 11:59PM ON DEC 16th No late submissions are accepted past DEC 22nd without proper concession/accommodation		
Looking forward to a great term!				
If you've read the whole syllabus (☺), please send me a message (at my above email) with any questions you have about the course/syllabus AND your response to the following: "What fictional family would you be a member of & why?"				