

The University of Calgary  
Faculty of Social Sciences  
Department of Sociology  
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Sociology 371.01  
SOCIOLOGY OF FAMILIES

• Winter 2016	• Mon, Wed, Fri: 9:00-9:50 a.m	• Lecture Hall — ICT 122
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**Instructor:** Dr. Pallavi Banerjee  
**Office:** SS 926  
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**Phone:** (403) 220-6511

**Office hours:** Minimum 3 hours a week.

Here's a link to my calendar where you can book appointments with me for all three time-slots:  
<https://drbanerjeeucalgary.youcanbook.me>

**COURSE OVERVIEW:**

This course will offer a sociological examination of family life in all its multiple and changing forms – beginning with an exploration of what “family” means in North America (Canada and U.S.) as well as globally. We will introduce critical multiculturalism and intersectionality as conceptual tools for understanding families in this course. The course will examine historical and contemporary constructions of family, the distribution of family resources and labor, and 21<sup>st</sup> century family issues with an emphasis on intersections of class, race, ethnicity, gender, and sexuality. We will also consider the role of family as an institution in both reproducing and challenging inequalities.

**COURSE/LEARNING OBJECTIVES:**

This course is designed to foster critical thinking about family issues, awareness of family inequalities and efforts for family change, and self-reflection as students draw connections between course materials and their own family lives and relationships. Here are some specific learning objectives:

- examine families both as social constructions and as (diverse) configurations of people;
- understanding issues facing families in North America and globally;
- explore a wide range of practices and experiences associated with family life in many forms;
- analytical reading of the course materials by many family scholars, who present different approaches to family issues;
- develop and enhance critical thinking and analytical writing skills;
- be part of a class in which participation is encouraged and diversity is valued.

## TEXT AND OTHER READINGS:

Cheal, David (ed.) *Canadian Families Today: New Perspectives* (3rd edition). Don Mills: Oxford University Press. [Available in the university bookstore and online]

Selected supplementary readings (see separate list – page 9-10), which will be posted as links or pdf files on D2L.

Print copies of the text *Families As They Really Are*, (2nd Edition), eds. Barbara Risman and Virginia Rutter. Norton & Co. are reserved at the TFD library for your reference of the selected chapters.

## COURSE REQUIREMENTS AND GRADING:

You will be responsible for *all* readings specified in the course outline, as well as *all* lecture materials (including films, guest speaker presentations etc.)

The course grade will be determined as follows:

Analysis Paper (Due Feb 12). . . . .	15 %
1 <sup>st</sup> mid-term exam (Feb 22) . . . . .	.25 %
2 <sup>nd</sup> mid-term exam (Mar 28) . . . . .	.25 %
Registrar-scheduled final exam . . . . .	20 %
Class Participation . . . . .	15 %

Grades will be assigned according to the following scale:

A+ = 95-100	B+ = 80-84	C+ = 67-69	D+ = 54-58
A = 90-94	B = 75-79	C = 63-66	D = 50-53
A- = 85-89	B- = 70-74	C- = 59-62	F = 49 or less

*Please note that ALL tests and assignments must be completed to obtain a passing grade in this course. Please note also that final grades are NOT negotiable. No grade will be increased beyond what a student has earned during the term, and in the class.*

**Three Exams (70 %):** These tests will cover both readings and class materials, and will involve a variety of question types. These may include multiple-choice, true/false, “fill-in-the-blank” and short essay. Exams will not be cumulative.

**Class Participation (15%):** Class participation has two components: a) actively engaging in class discussions and the course materials; b) in-class reading quizzes.

It is VERY IMPORTANT that you **do the readings** before coming to class so that you are prepared to answer these questions every class. Your in-class grades will be largely dependent on these quizzes and discussions.

**In-class reading quizzes:** I will ask one to two questions about the reading during each class session. These will not be ‘trick’ questions, but rather my way of documenting and rewarding your engagement with the course material in a class of this size. The questions should be easy to

answer for students who have done the reading. *If you miss more than 6 reading quizzes, you will receive half of the participation marks.* No exceptions.

**Note:** In-class contribution is a significant part of the grade, and an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall performance as a student (as well as making the class more interactive and engaging for all of us). The quality of your participation is more important than the quantity. Given our limited amount of time together, talking without positively contributing is not encouraged. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Not-so-correct” answers can also be instructive and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or building on others’ comments, or presenting a counterpoint to others’ comments in a respectful way. Contributions that are not positive are those that simply repeat points already made or deride others’ contributions in a discourteous way

**Analysis Paper (15%) Due February 12:** Analysis papers are an opportunity for you to engage with the course materials in a deeper way. I have provided two writing prompts; you may choose one of the two I will grade papers as follows for content and style:

- Follows the instructions of the writing prompt 2 points
- Demonstrates critical thinking about the paper topic 2 points
- Paper has a clear and well-argued thesis 2 points
- Draws on at least one course reading 3 points\*
- Brings in at least one additional scholarly sources 3 points\*
- Grammar, punctuation, spelling, and formatting (see below) 2 points
- Excellent, near perfect paper 1 point

\*2 points for the inclusion of the scholarly source, and 1 point for integrating the source into the paper in a meaningful way.

Formatting for analysis papers: Papers should be 3-4 pages in length, typed in Times New Roman 12-point font, double-spaced, with 1-inch margins on all sides, and an ASA-style reference section at the end of the paper. Place your name and the course number (SOC1 371) in the header. As with your reading responses, I will choose an excellent analysis paper to be shared (with the author’s permission) as an example of A-level work.

Scholarly sources: Scholarly sources are published sources that have undergone peer review. We will discuss the peer review process and tips for finding sources on the first day of class. I welcome questions about this throughout the quarter, and I am happy to meet with students one-on-one to practice looking up sources online if this is unfamiliar to you.

Prompts for Analysis Paper: Choose one of the following

**Paper #2 — Option A: Who does the work on television?: A content analysis**

Choose a television program that you watch regularly\* and view three randomly selected episodes, making a note of every instance in which someone references or performs domestic labor (including, but not limited to, cleaning, yard work, grocery shopping, cooking, childcare,

eldercare, care for a sick friend or family member, creating a family budget, paying bills, laundry, and emotional labor to manage feelings and provide companionship). Keep a tally of the gender and race of the person who references the labor and the person who performs it in every instance, and include this tally in your paper. In addition, provide a qualitative content analysis, discussing how domestic labor is negotiated on the show, and the explicit and implicit messages this conveys.

\*This should be a television program that incorporates domestic life in at least some of the episodes. That is, it does not have to be a program *about* families, but it should sometimes depict people in their home and family settings. Avoid shows like American Idol and Top Chef, which take place in artificial settings and lack depictions of everyday life.

## **Paper #2 — Option B: Three generations of housework**

For this reflection paper, you will need access to three generations of family members—your own generation, your parents’ generation, and your grandparents’ generation. You may choose to profile your own family, or you may interview any three people from the appropriate generational cohorts. Use Banerjee’s measurement tool (introduced in class on 2/19) to collect data about the distribution of family labor from each of your three research participants. In addition, ask each research participant these follow up questions: “In your opinion, what is a ‘fair’ distribution of household labor? What advice would you give to a newlywed couple about how to divide the work at home?” In your paper, provide a brief (3-4 sentence) character sketch of each participant, noting their age, race, gender, current or former occupation, family structure (single, married, separated, divorced? Number of children [if applicable]?) and current living situation. Present your data concerning the distribution of labor and people’s ideas about what is most fair. What differences and similarities do you observe across cohorts? What appears to be changing faster in your family (or the family you profiled)—what people think or what they actually do? Draw on course readings and additional sources to analyze your findings.

## **OTHER ADMINISTRATIVE INFORMATION:**

### **Attendance Policy**

Attendance is mandatory in every class. All students are expected to be present. You won’t be allowed to make-up for any in-class assignments including reading quizzes if you are absent. If you face any particular challenges that you believe will affect your commitment to this course, please make an appointment to meet with one or both of us at the earliest possible date. You may not be responsible for your circumstances, but you are responsible for letting me know when you need support. We are more likely to be able to assist you in dealing with your situation if we know about it early in the semester. I however cannot emphasize enough how important it is for you to attend class. **I cannot replicate class discussions for people who miss a class period! Also, make a friend to make-up for what you miss when you are absent from class.**

### **Grade Reappraisal**

*Within two weeks* of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to me explaining the basis for reconsideration of one’s mark. I will reconsider the grade assigned and will then book a time

with the student to discuss his or her work and rationale. It should be noted that a *re-assessed grade may be raised, lowered, or remain the same.*

## **Reviewing of Exam and Assignment**

Students will have two weeks after the exams and assignments have been marked and grades have been posted on D2L to review the exam. For instance, students cannot demand to review the first exam or analysis paper at the end of the term.

## **Technology Use**

To minimize disruption in the classroom, all cell phones; tablets and other electronic devices must be turned OFF during class unless otherwise instructed. You may use your cell phones when I ask you to register attendance and/or reading quizzes through the TopHat learning tool. Laptops are permitted in the classroom BUT ONLY to take notes and to connect with TopHat. Research has shown that laptops bring down your own and your classmates performances and grades (I have posted the research on this on D2L under “Useful Links”). **(Permission to use LAPTOPS AND CELL PHONES may be withdrawn if they are used for anything else other than class purposes).**

## **Email**

Students can contact me over email. Please put your course number and section (Soci 371.01) in your email’s subject line, **and include a proper salutation**, your full name, student ID, and a **proper closing** in the body of your email. *All emails violating customary email conventions will be ignored.* All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams, know that **I do not** discuss marks over email – any questions regarding marks needs to be addressed face-to-face. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. *Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss.* **Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.**

## **Handing in Papers, Assignments**

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to me.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

## **Ethics Research**

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

## Deferrals

Please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by **written documentation** as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other classes or employment **are not valid reasons** for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, I can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If I schedule a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

[http://www.ucalgary.ca/registrar/files/registrar/Sp\\_Su\\_DFE\\_App.pdf](http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf)

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It’s available at

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

## Student Representation

The 2015-16 Students’ Union VP Academic is Stephan Guscott: email: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto:arts4@ucalgary.ca). You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

## Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the **food court**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

## Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

## Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

## TOPICS AND READINGS

The following is a tentative schedule of topics for class discussion, the accompanying readings, and the test and assignment schedule. This schedule may be changed if unforeseen circumstances arise, or if topics emerge that seem to warrant more attention. The chapter numbers refer to the course text. Reading letters refer to the supplementary readings, which will be posted on D2L.

<u>Week beginning</u>	<u>Topic</u>	<u>Readings</u>
Jan 11 - 15	What is “family”? Conceptualizing family and family theories	Ch. 1, Ch.2 and Reading A
<i>Homework for January 13 Class: Read Course Outline carefully for a quiz on the syllabus</i>		
Jan 18 - 22	Intersectionality Theory/ Family Ritual	Reading B and Ch. 8
Jan 25 - 29	Class, Poverty and Families	Reading C and Ch. 10
Feb 1- 3	Household division of labour	Reading D and E
Feb 5	<i>NO CLASS: Out-of-Class Research your Analysis Paper</i>	
Feb 8 - 12	Gender, Division of Labor	Reading F and Ch. 9

& Work Family Conflict

**Analysis Paper Due – February 12 - NO LATE PAPERS WILL BE ACCEPTED**

Feb 15 - 19	READING WEEK	
<b>Feb 22</b>	<b>MID TERM 1</b>	
Feb 24 – 26	Work and Family Conflicts	Reading G
Feb 29 – Mar 4	Intimacy, Family Formation and Parenting	Ch. 3, Ch. 4 and Reading H
Mar 7 – 11	Fragmentation, renewal & Midlife	Ch. 5. Reading I. Ch. 6
Mar 14 – 18	Same-Sex and Sibling Relationship	Ch 11, Reading J
Mar 21 – 25	Medicalization and Intersex Families	Reading K
<i>Mar 25</i>	<i>Holiday: Good Friday Holiday</i>	
<b>Mar 28</b>	<b>MID TERM 2</b>	
Mar 30 – Apr 1	Immigrant Families in North America	Reading L and M
Apr 4- 8	Intergenerational Families/Violence in Families	Reading N/ Ch. 14
Apr 11 – 13	Families of the Future and Wrap Up	Ch. 16 and Reading O.

**REGISTRAR-SCHEDULED FINAL EXAM**



**Sociology 371.01**  
**Winter 2016**  
**Supplementary readings**

Reading #	Reading and Citation
A.	Cowan, Philip A. 2015. “When Is a Relationship between Facts a Casual One?” in <i>Families As They Really Are</i> , (2nd Edition), eds. Barbara Risman and Virginia Rutter. Norton & Co. <b>Posted on D2L</b>
B.	Collins, Patricia Hill. 1998. “It’s All in the Family: Intersections of Gender, Race, and Nation”, <i>Hypatia</i> , 13(1): 62-82. (Focus carefully on pp. 62-69, the sections on Manufacturing Naturalized Hierarchy and Looking for a Home: Place, Space, and Territory, and pp. 73-74, the section on Family Genealogy: Inheritance and the Family Wage) <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3810699">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3810699</a> <b>(link only - JSTOR Arts and Sciences V)</b>
C.	Lareau, Annette. 2002. “Invisible Inequality: Social Class and Childrearing in Black Families and White Families”. <i>American Sociological Review</i> . 67 (5): 747 – 776 <a href="http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/218796382?pq-origsite=summon">http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/218796382?pq-origsite=summon</a> <b>(link only - JSTOR Arts and Sciences I)</b>
D.	Banerjee, Pallavi. 2015. “When Men Stay Home: Household Labor in Female-Led Indian Migrant Families,” in <i>Families As They Really Are</i> , (2nd Edition), eds. Barbara Risman and Virginia Rutter. Norton & Co. <b>Text on reserve at the TFD Library</b>
E.	<i>In the News</i> : “An Immigrant Wife’s Place? In the Home, According to Visa Policy,” by Pallavi Banerjee ( <i>Ms. magazine blog</i> ) <a href="http://msmagazine.com/blog/2013/06/19/an-immigrant-wifes-place-in-the-home-according-to-visa-policy">http://msmagazine.com/blog/2013/06/19/an-immigrant-wifes-place-in-the-home-according-to-visa-policy</a> <b>(link only)</b>
F.	Pfeffer, Carla. 2010. “Women’s Work? Women Partners of Trans Men Doing Housework and Emotion Work”, <i>Journal of Marriage and Families</i> . 72 (1): 165-183 <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=47657707&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=47657707&amp;site=ehost-live</a> <b>(link only – EBSCOhost OmniFile Full Text Select)</b>
G.	Ranson, Gillian. (2010). “ ‘Shift-workers’ and ‘dual-dividers’: sharing earning, sharing caring”. Ch. 4 in Gillian Ranson: <i>Against the Grain: Couples, Gender and the Reframing of Parenting</i> , Toronto: University of Toronto Press. <b>Posted on D2L</b>
H.	Gillespie, Rosemary. (2003). “Childfree and feminine : Understanding the gender identity of voluntarily childless women”, <i>Gender &amp; Society</i> , 17(1): 122-136. <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3081818">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3081818</a> <b>(link only - JSTOR Arts and Sciences II)</b>
I.	Coontz, Stephanie. “ How to Stay Married” <i>The Times of London</i> , November 30, 2006 <a href="http://www.stephaniecoontz.com/articles/article34.htm">http://www.stephaniecoontz.com/articles/article34.htm</a> <b>(link only)</b>

J.	Brainer, Amy. 2015 "Growing Up with a Lesbian, Gay, or Bisexual Sibling", in <i>Families As They Really Are</i> , (2nd Edition), eds. Barbara Risman and Virginia Rutter. Norton & Co. <b>Text on reserve at the TFD Library</b>
K.	Davis, Georgiann. 2015. "A Different Kind of Information", in <i>Dubious Diagnosis: Contesting Intersex</i> . New York, NYU Press. 116 – 144. <b>Posted on D2L</b>
L.	Pyke, Karen. 2000. "The Normal American Family" as an Interpretive Structure of Family Life among GrownChildren of Korean and Vietnamese. <i>Journal of Marriage and Family</i> , 62 (1) pp. 240-255
M.	Namita Manohar, 2008. "Gender & Ethnicity in Union Formation: The Case of Second-Generation Patels." <i>The International Journal of Sociology of the Family</i> , Special Issue on Intersectional Analyses of the Family for the 21st Century, 34 (2). <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23070752">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23070752</a> <b>(link only - JSTOR Arts and Sciences X)</b>
N.	D'Aliserra, JoAnn. "Images of a Wounded Homeland: Sierra Leonean Children and the New Heart of Darkness", in <i>Across Generations: Immigrant Families in America</i> . Ed by Nancy Foner. New York, NYU Press. 114- 135. <b>Posted on D2L</b>
O.	Jill Yavorsky, Claire Kamp Dush, and Sarah Schoppe-Sullivan "Gender Inequalities in Dual-Earner, College Educated Couples and the Transition to Parenthood". In <i>the Society Pages</i> . on June 22, 2015 <a href="http://thesocietypages.org/ccf/2015/06/22/gender-inequalities-in-dual-earner/">http://thesocietypages.org/ccf/2015/06/22/gender-inequalities-in-dual-earner/</a> <b>(link only)</b>