



UNIVERSITY OF
CALGARY

Winter 2021

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Families			
Course Number	Soci371 L01		
Pre-Requisites	Soci201		
Class Dates	January 11 – April 15, 2021		
Class Times	Soci Social (optional) – Fridays 10:00-10:50am (MST)		
Class Location	Online (D2L)		
Instructor	Dr. Annette Tézli (she/her)	Email	atezli@ucalgary.ca
Office Hours (via Zoom)	Mondays 1:00-2:30pm (MST); Wednesdays 10:00-11:30am (MST); and by appointment Please book your appointment* here: https://calendly.com/atezli *If you cannot keep an appointment, please cancel it to make the slot available to others.		

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Course Description

Who or what is “family”? Why do people get married? How do people choose intimate partners and what role do social factors play in that selection? Why is the traditional homemaker-breadwinner model of the family still presented by some as an ideal family form? How do family members decide who does what kind of labour in the home? Why are fewer people in Canada getting married and why do they have fewer children than previous generations?

This course challenges taken-for-granted assumptions about “family” and examines families and family relations as dynamic social practices, living arrangements, and a social institution from a sociological perspective, focusing on the Canadian context. While some consider family a private matter and deem family structure and practices the outcome of individual choices, this course will explore how social contexts shape family structures, forms, practices, choices, and constraints. We will begin with a brief overview of the theoretical approaches and social research methods sociologists use to analyze families, critically discussing the benefits and limitations of various approaches. Then we will shift our attention to the discussion of changing and persistent patterns in family forms and practices in Canada and consider socially constructed definitions of “family” and their material consequences. Next, we will examine families over the life course, touching on dating, forming intimate relationships, family dissolution and reconstitution, as well as family conflict and violence. Here our explorations will focus on the roles the dominant culture, pertinent ideologies, and relevant social institutions play in shaping individual choices at each of these stages. This discussion will be followed by a closer examination of the cultural diversity in family structures and practices, focusing on social class, Indigeneity, race and ethnicity, citizenship, gender, and sexual orientation. Here we will emphasize how family structures and practices are shaped by intersecting dimensions of social inequality at the personal, interactional, institutional, and cultural levels. We will further discuss how marginalized families comply with and challenge normative expectations of “family,” show resilience when facing adversity, and resist forms of interpersonal and systemic oppressions. We will conclude this course by examining social policies relevant to families and discuss their role in securing or undermining family welfare.

Course Objectives/Learning Outcomes

By the end of this course, successful students will be able to:

- summarize, compare, and apply analytic frameworks and theories to studying families.
- differentiate and compare methodological approaches commonly used by sociologists to study families.
- critically discuss various definitions of “family” and the material implications of various suggestions of who does and does not constitute “family.”
- identify diversity and commonalities in historical and contemporary family patterns in Canada and explain how various social factors bring about complexity in family life.
- critically discuss contemporary family issues taking into account their historical and social context.
- critically reflect on the relationship between social forces and individual family experiences and choices using examples from their own lives.
- analyze how intersecting dimensions of social inequality in Canadian society shape family forms, structures, practices, and experiences.
- read efficiently, take lecture notes effectively, and study for exams proficiently.
- communicate effectively in writing.

Course Format

I will teach this course using asynchronous, pre-recorded lectures as well as short films and various learning activities that will give you the opportunity to apply course material. The online format posts some learning challenges, key concerns being motivation and procrastination. To keep you on track, lectures and corresponding assignments will be available on D2L for 7 days. I will post all lecture material for the week on Mondays by 10:00am (MST) and it will be available until the following Monday at 10:00am (MST), when the next lecture starts. In addition, on Fridays at 10:00am (MST) I offer optional Zoom get-togethers to discuss the lecture material interactively.

You can expect 150 minutes of instructional time each week, including lectures, films, and learning activities. Since I did not assign a textbook to be considerate of financial strain and access issues to reading materials from abroad, all substantive course content will be delivered via lecture. Therefore, regular engagement with the lectures will be essential to your success in the course. Weekly readings, which are not included in instructional time, provide an illustration of the week's topic of discussion. I therefore recommend that you watch the lectures first and then complete the assigned reading. Depending on your reading skills, you can expect to spend about 2 hours each week to do the assigned reading and listen to/watch the assigned podcasts/film.

Please check out the reading and note-taking resources posted under "Course Resources" on D2L should the readings and lectures take you significantly longer than suggested above.

Learning Technologies Requirements

Registered course participants can access all required learning materials through the course's D2L page: <https://d2l.ucalgary.ca/d2l/home/354493> (login required).

In order to be able to fully engage in this course, you should have reliable access to the following learning technology (see also <https://elearn.ucalgary.ca/technology-requirements-for-students/>):

- A computer with a supported operating system & the latest security, and malware updates;
- A current and updated web browser;
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- A stable broadband internet connection.

Learning Resources

You are not required to purchase a textbook for this course. You can access all assigned readings and media via D2L Reading List. I provided a complete inventory of all assigned readings on D2L.

Methods of Assessment and Grading Weights

	Date	% of final grade	Material covered
4/10 Family Reflections	varies	20	Modules 2-11
Assessment #1	February 1	20	Modules 1-2
Assessment #2	March 8	25	Modules 3-6
Final Exam	TBD	35	Modules 7-12

Please note that all assignments listed above will be included in the calculation of your final course grade according to their indicated weight. Given the number of assignments listed above and the number of students enrolled in the course, I do not offer re-do or extra-credit options.

4/10 Family reflections (20% of final grade)

One of the most important skills you can acquire in university is to express yourself in written form. The best way to develop your writing skills is to practice as much as possible. The 4 short reflection papers will give you an opportunity to refine your writing skills and think about specific issues pertaining to families on a more personal, in-depth level. We are all part of families in some form or another and thinking about family forms, relations, practices, and expectations from a sociological perspective can be challenging. It requires that we critically challenge ideas and practices that at first glance appear commonsensical, natural, self-evident and therefore remain largely invisible when left unquestioned. Written reflections will assist you in analyzing how larger social forces shape your own family practices and experiences. While the starting point of your reflections are your personal experiences, the goal of a sociological analysis is to examine how those personal experiences are shaped by various social forces rather than just personal choices and decisions. Your reflections will start with a description of a family practice or experience, followed by a sociological analysis of that experience, an analysis which should be informed by course material (lectures, films, assigned readings, etc.).

Each week, I will post several reflection questions pertaining to the week's topic of discussion on D2L. Over the course of the semester, for 4 different modules, you will select one of those questions and write a short response (500 word minimum). Questions will be posted at the beginning of the week along with the lecture and you have one week (until the following Monday, beginning of class at 10:00am (MST)) to submit your reflection before the dropbox becomes unavailable. For example, the first set of reflection questions for Module 2 focusing on defining "family" and recent changes in family life, will open along with the Module 2 lectures on Monday, January 18 at 10:00am (MST) and will close on Monday, January 25 at 10:00am (MST). At that point, the lectures and reflection questions for Module 3 will become available, and so on. Thus, for modules for which you are submitting a reflection, you should watch the lectures at the beginning of the week to give yourself enough time to process the material and write a reflection.

Each reflection is worth a maximum of 20 points. Reflections should pertain to the topics covered in their respective modules, and should be illustrative of concepts, debates, ideas, controversies, etc. discussed in class and in the assigned readings. If you do not submit a reflection for any reason other than those considered valid as per course outline, you will receive an automatic grade of 0. Please note: since you have to complete only 4 reflections over the course of the term, there will be no extensions of individual dropbox submission deadlines. You will find detailed instructions, an example, the grading rubric, a citation style guide, writing resources, and due dates on D2L → CONTENT → Family Reflections and on D2L → Dropbox.

Assessment #1 (20% of final grade)

The first assessment will be a timed, 60-minute, 40 question online exam facilitated through D2L. You will have a 24-hour window to start the exam, but once you start the exam, you must finish it within the allotted time. The exam will cover section 1 of the course (Modules 1&2). For more detailed information, please refer to the course schedule on the last page of the course outline. The exam might include multiple-choice and true/false questions, as well as fill-in-the-blanks. The exact exam format will be announced via email and D2L News prior to each exam. Since this is a timed exam, you will need a stable internet connection to complete the assessment within the allotted time. Questions will cover the assigned readings, lecture material, exercises and discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills. I posted a set of study tips on D2L under "Course Resources."

Assessment #2: Online Exam OR Take-Home Assignment (25% of final your final grade)

For this assessment you can choose between an online exam facilitated through D2L or a take-home assignment. You must choose one or the other, you cannot complete both. Please indicate which form of assessment you choose no later than **Monday, February 22, 10:00am (MST)** through the survey provided on D2L. Anyone who has not selected an option at that point, will automatically be assigned the online exam. Irrespective which format you choose, the exam will cover all material from section 2 of the course (Modules 3-6).

1. Online exam

This will be a timed 75-minute, 50 question online exam facilitated via D2L. You will have a 24-hour window to start the exam, but once you start the exam, you must finish it within the allotted time. The exact exam format will be announced via email and D2L News prior to the exam. Since this is a timed exam, you will need a stable internet connection to complete the assessment within the allotted time. Questions will cover the assigned readings (irrespective of whether they were discussed in lecture), lecture material, exercises and discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills.

Take-home assignment

The take-home assignment will provide you with the opportunity to show your understanding of course material in non-standardized form. 14 days prior to the submission deadline, on Monday, February 22, 10:00am (MST), I will post 3 different assignment options on D2L, and you will pick 1. Please refer to detailed assignment guidelines, grading rubric, and writing resources posted on D2L when completing your assignment. Feel free to meet with me during my office hours to discuss assignment ideas, but I will not review and comment on drafts. Assignments must be submitted via D2L Dropbox by 10:00am (MST) on Monday, March 8, 2021. General assignment guidelines are available on D2L >> Course Resources >> Take-Home Assignment.

Final Exam (35% of final grade)

The 90-minute, 60 question final exam for this course will be scheduled by the Office of the Registrar. The final exam schedule for the winter semester is usually released by early February. We will write a timed online final exam on D2L, the exact exam format of which will be announced via email and D2L News during the last week of lectures. You will have a 24-hour window to start the exam, but once you start the exam, you must finish it within the allotted time. Since this is a timed exam, you will need a stable internet connection to complete the assessment within the allotted time. Questions will cover the assigned readings, lectures, in-class exercises, class discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills. The final exam is not cumulative, and will cover sections 3 & 4 of the course (Modules 7-12). For more detail, please refer to the course schedule on the last page of the course outline.

Top Hat Participation (Extra-credit Option)

Throughout the semester, you will have the opportunity to participate in structured Top Hat activities to give you a chance to apply course material, keep you engaged in the lectures, and to facilitate interaction between instructor and students as well as among students. In addition, these Top Hat exercises serve as an extra-credit option that will count toward your final exam grade, as outlined below.

I will facilitate a course outline quiz via Top Hat during the first week of class. Lecture-based exercises will commence with the beginning of Module 2, on January 18. Top Hat exercises will become available the day the lectures for the corresponding module are released, and will close

along with the lectures the following week. For example, the Top Hat exercises for Module 2 will open with the lecture on January 18 and close on January 25 along with the lecture.

There will be 12 sets of exercises, one for each Module. Each module's Top Hat activities are worth 5 points. That means you can earn a maximum of 60 points for the Top Hat activities. I posted a grading rubric on D2L under Course Resources.

The extra-credit translates into an increase in your final exam, which is worth 60 points, as follows. Note, however, that your final exam score cannot exceed 100%.

60-51 points	+6 points on the final exam (equivalent to a 10% increase of your final exam grade)
50-42	+5 points (equivalent to an 8% increase of your final exam grade)
41-35	+4 points (equivalent to a 7% increase of your final exam grade)
34-30	+3 points (equivalent to a 5% increase of your final exam grade)
<30	No extra-credit will be awarded

I will email you an invitation to the course's Top Hat shell at the beginning of the semester.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale. To maintain consistency in grade assignments, final grades will not be rounded up, not matter how close they are to the cut-off to the next better letter grade.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent-superior performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

It is your responsibility to complete all assessments listed in this course outline. That said, the ongoing pandemic and the transition to online learning can create exceptional challenges for some when it comes to completing scheduled assessments on time.

If at all possible, you must provide advance notice to the instructor if you are unable to take an **exam** as scheduled. Note that there are no makeup assessments for missed exams in this course. If the reason you provided for your absence from an exam is acceptable, the weight of the missed exam will be distributed evenly among the remaining course components.

Given that you only have to complete 4/10 **Family Reflections** over the course of the term, there will be no extensions of individual dropbox submission deadlines.

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 can be found at: <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Note that you can defer a final exam only if you have completed at least 50% of the assigned course work.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

If you choose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same. For more information, see: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
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 can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

Course Policies

Topics discussed and material included in this course will be explicit at times (deviance, violence, sexuality, profanity, etc.). You might find yourself reacting to that content with discomfort or distress, either because of personal experiences you had or because it conflicts with your personal convictions. While discomfort is part of any learning process, please do not hesitate to reach out to me should you need support/resources beyond what is provided on D2L under "Course Resources."

Course Etiquette

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, citizenship, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, sometimes challenge or even contradict your own life experiences. To make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, and TAs) professionally and respectfully.

Lecture Slides

Since lectures will be available for a limited time only, you should take notes to prepare for assessments. I will post PowerPoint slides for each lecture on D2L in advance of the lecture during which they will be covered. The PowerPoint slides I post on D2L will provide a lecture outline, but not complete lecture content. It is your responsibility to complete each slide during lecture. To assist your note-taking, I provided helpful note-taking resources on D2L under "Course Resources."

Recording of Lectures

Note that the audio or screen recordings of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without the instructor's explicit authorization. The non-authorized recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information see: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>

Sharing of Lecture Notes

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

E-mail

Please send emails only from your @ucalgary account. Please include the following in each email:

- your course and section number in your email's subject line
- a proper salutation, your name, UCID, short message, and a proper closing in the email body

All emails will be answered within one business day. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours.

Office Hours

I will hold office hours via Zoom on Mondays from 1:00-2:30pm (MST) and on Wednesdays from 10:00-11:30am (MST). You can access the meeting via the Zoom tab on D2L, or the direct link provided under Contact Information & Office Hours on D2L. Feel free to visit office hours if you would like to review an assessment, ask questions about course material, or chat about your education/well-being in general.

If you would like to meet during regularly scheduled office hours, please book your appointment here: <https://calendly.com/atezli>. Please leave your name, course number, a brief description of the purpose of our meeting, and your video preference (video on or off) when you make your appointment so I can prepare for our meeting in advance. If you cannot keep your appointment, please cancel it through the app to make your time slot available to other students.

If my office hours do not work for your schedule regularly, please email me your request for an appointment. We will then identify a timeslot that works for both of our schedules.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and presented materials, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Research Ethics

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 Conjoint Faculties Research Ethics Board. 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 Integrity

As per University Calendar, “Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.” 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.html>.

I will facilitate all quizzes and exams via D2L. The online format poses challenges as the line between academic integrity and academic misconduct can be blurry. The following guidelines apply to **all quizzes and exams in this course**. All violations of these guidelines will be investigated in accordance with the Academic Integrity policies outlined here:

<https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

- All exams are open book, meaning you may use your textbook and lecture notes to answer exam questions. However, since you will be completing timed exams, I strongly recommend you prepare for exams as though they are in-class to make sure you finish your exam and quizzes on time.
- You may use platforms such as WhatsApp or Discord to form study groups, share lecture notes, or build community. However, you must not use them to share or solicit answers while completing an assessment.
- Assessments must be completed individually and independently by the student enrolled in this course.
- It is not permissible to impersonate another student in this course to complete their assessment, or to have someone impersonate you to complete an assessment for you.
- You must not collaborate with anyone in any way while taking an assessment.
- It is not permissible to take screenshots of quiz and exam questions while completing the assessment or when reviewing the results.
- It is not permissible to share quiz and exam questions with other students in the class or on 3rd party websites as outlined under Course Policies.
- It is not permissible to ask those who already completed an assessment to share their answers with you or use shared answers when completing an assessment.

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/. 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.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Their advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>.

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support, and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here: <https://www.ucalgary.ca/student-services/student-success/advising/help>.

Student Support

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

Important dates for the Winter 2021 semester

January 11	First day of classes
January 21	Last day to drop a class without financial penalty
January 22	Last day to add/swap a course
February 14-20	Midterm break – no classes
April 2	Good Friday – Statutory holiday
April 5	Easter Monday – No classes
April 15	Last day of classes, last day to withdraw from a course
April 19-29	Final exam period

Schedule of Lectures and Readings

Subject to change. Changes will be announced and discussed in class.

Module	Lectures Posted	Topic
Section 1: Introduction to the Sociological Study of Families		
1	January 11	1.1. Central Theories and Primary Research Methods
2	January 18	1.2. Who Counts? Social Constructions of “Family”
Section 2: Family Formation, Maintenance, and Dissolution over the Life Course		
3	January 25	2.1. Forming Intimate Relationships & Cohabitation
4	February 1	2.2. Marriage Assessment #1 The 60-minute, 40 question exam can be completed online via D2L between Monday, February 1, 10:00am (MST) and Tuesday, February 2, 10:00am (MST).
5	February 8	2.3. Family Conflict, Relationship Dissolution, and Violence
	February 15-19	Term Break – No Lectures
6	February 22	2.4. Having Children
Section 3: The Social Complexities of Familial Care Work		
7	March 1	3.1. The Social Construction of Good Parenting Practices
8	March 8	3.2. The Social Organization of Care Work Assessment #2 <u>Online exam:</u> The 75-minute, 50 question exam can be completed online via D2L between Monday, March 1, 2:00pm (MST) and Tuesday, March 2, 2:00pm (MST). <u>Take-home assignment:</u> Submit via D2L Dropbox by 10:00am (MST) on Monday, March 8.
	March 15-19	Wellness Week – No Lectures
9	March 22	3.3. Parenting and Social Class
10	March 29	3.4. Immigrant Families
11	April 7	3.5. The Impact of Settler Colonialism on Indigenous Families
Section 4: Conclusion		
12	April 12	4.1. Family Policies