

The University of Calgary  
Faculty of Arts  
Department of Sociology

Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Sociology 471.05/401-D  
Fall, 2014

***SPECIAL TOPICS IN THE SOCIOLOGY OF FAMILIES:  
PARENTS AND CHILDREN***

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**COURSE OVERVIEW AND OBJECTIVES**

This course will offer a sociological perspective on parenting in Canada today. It will examine what parents consider they need to do with and for their children in the course of bringing them up. It will also focus on children, who are not passive objects of parenting, and who grow up at least partly on their own terms. This “bringing up” and “growing up” takes place in a social context in which changing public perceptions about children’s needs shape what parents are expected to *do*, and how children are expected to *be*. The course will examine these expectations, and how they play out in the diverse settings in which Canadian families live – settings that vary in terms of the economic, social and cultural resources that parents can draw on, family structure, and the demands of paid employment. The course also will examine Canadian family policy as it shapes parenting practices. Overall, the goal will be to provide some important social context for issues that are often perceived (by parents and others) as individual responsibilities.

**TEXT**

The course will be organized around a series of readings, which will be posted on Desire2Learn on a weekly basis. There is no assigned textbook.

## COURSE REQUIREMENTS AND GRADING

Grade components for this course include two sets of responses to study questions, based on readings and class material. Students will also write and present a proposal for a research paper, due at the end of term. During the course students may also be asked to contribute to a small group presentation, and will be expected to take an active part in class discussions. A small proportion of the grade will be reserved for participation. There will also be an in-class quiz on the last day of class.

The grade components and their values are as follows:

Responses to study questions (two sets, due Oct. 9 and Oct. 28).....	35%
Paper proposal (due Oct. 16).....	10%
Proposal presentation (dates to be scheduled).....	5%
Class participation.....	10%
Final quiz.....	10%
Term paper.....	30%

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 grade components must be completed to obtain a passing grade in this course. A pass in this course also requires a pass in the participation component. 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.***

## CONTACT INFORMATION:

Desire2Learn will be used to post class outlines, assignment information, and general announcements. I will be available during office hours or by appointment, and it's during those times, and in person, that questions about course content and readings, concerns about grades, or any other personal issues should be dealt with. It's acceptable to e-mail me for administrative purposes, for example to set up an appointment – but please don't use e-mail as a replacement for an office visit, if there is something you want to discuss.

## CLASS PROTOCOL:

Because this is a seminar, its success is contingent on the informed and thoughtful participation of all members. You are expected to do the assigned readings, and to come to class prepared to discuss them. The teleconference format will make some extra demands on all of us. So it will be very important that we all behave in ways that are respectful of others. This means maintaining an environment that is not distracting, and that enables students to get as much as possible out of the time we are together. Cell phones should be turned off, and text messages should not be sent in class time. Laptops may be used in class for note-taking, but for no other purpose. (Permission to use them may be withdrawn if they aren't used appropriately). I work hard to begin and end classes on time; if you need to leave early, it's courteous to let me know in advance, and to sit somewhere that will allow you to leave without disrupting others.

## OTHER ADMINISTRATIVE INFORMATION:

*Emergency Evacuation: In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the Social Science food court.*

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. 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>
3. 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."
4. Ethical 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 of Arts ethics committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, who is responsible for supervising the research.
5. Deferrals: If possible, please provide advance notice to the instructor 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 and misreading of the syllabus 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, the instructor 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 the instructor schedules a "make up" test for you, its date and location will be at the convenience of the Department of Sociology.  
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).
6. 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.
7. Academic Accommodation: Students with a disability, who require academic accommodation, must register with the Disability Resource Centre (MC 293, phone 403-220-8237). Please provide academic accommodation letters to the instructor as early in the semester as possible and no later than two weeks after the course begins.

## COURSE SCHEDULE

The following is a tentative schedule of topics for discussion, with the associated readings. Please note that the schedule, and the readings, may change if discussions and emerging interests during the term suggest that other topics may also be relevant. The reading numbers come from the readings list which follows. All readings will be posted ahead of time on D2L.

<i>Week</i>	<i>Topic</i>	<i>Readings</i>
(Sept. 4 RDC only)	<i>[General introduction, discussion of teleconference process]</i>	
1 (Sept. 9, 11)	<b>Introduction:</b> Cultures of parenting, cultures of childhood  <i>Historical and cultural contexts</i>	1, 2, 3
2 (Sept. 16, 18)	Focus on children	4, 5, 6
3 (Sept. 23, 25)	Focus on mothers	7, 8, 9
4 (Sept. 30, Oct. 2)	Focus on fathers	10, 11, 12
	<i>Contemporary contexts</i>	
5 (Oct. 7, 9)	\ Focus on children <i>[Oct. 9: First set of responses to readings due]</i>	13, 14, 15
6 (Oct. 14, 16)	Focus on mothers <i>[Oct. 16: Paper proposals due]</i>	16, 17, 18
7 (Oct. 21, 23)	Focus on fathers	19, 20, 21
	<b>“Bringing up” and “growing up”</b>	
	<i>[Oct. 28: Second set of responses to readings due]</i>	
8 (Oct. 28, 30)	Diverse experiences of parenting and being parented (1) <i>Presentation of proposals</i>	22, 23
9 (Nov. 4, 6)	Diverse experiences of parenting and being parented (2) <i>Presentation of proposals</i>	24, 25, 26
10 (Nov. 13)	<i>[Reading Days Nov. 11]</i> Diverse experiences of parenting and being parented (3) <i>Presentation of proposals</i>	27, 28, 29
11 (Nov. 18, 20)	<i>Presentation of proposals [No readings assigned]</i>	
12 (Nov. 25, 27)	Summing up and looking ahead: Review	30
13 (Dec. 2)	<i>[RDC: In-class quiz. U of C: Work on papers]</i>	
(Dec. 4 U of C only)	<i>In-class quiz</i>	
	<i>Final papers due Dec. 11</i>	

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List of readings

1. Hill Collins, Patricia. (2010). "The meaning of motherhood in Black culture and Black mother-daughter relationships," in Maxine Baca Zinn, Pierrette Hondagneu-Sotelo and Michael A. Messner (eds.) *Gender Through the Prism of Difference*, New York: Oxford University Press. 4<sup>th</sup> edition.
2. Scheper-Hughes, Nancy and Daniel Hoffman. (1998). "Brazilian apartheid: Street kids and the struggle for urban space", in Nancy Scheper-Hughes and Carolyn Sargent (eds.) *Small Wars: The Cultural Politics of Childhood*. Berkeley: University of California Press.
3. Townsend, Nicholas. (2002). "Cultural contexts of father involvement", in Catherine S. Tamis-LeMonda and Natasha Cabrera (eds.) *Handbook of Father Involvement: Multidisciplinary perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.
4. Zelizer, Viviana. (1985). *Pricing the Priceless Child: The changing social value of children*. New York: Basic Books. Chapter 1: "From mobs to memorials: the sacralization of child life".
5. Rutherford, Markella B. (2009). "Children's autonomy and responsibility: An analysis of childrearing advice", *Qualitative Sociology*, 32: 337-353.
6. Royal Commission on the Relations of Labor and Capital (1889): "Father, master, boss?" in Nancy Janovicek and Joy Parr (eds.) *Histories of Canadian Children and Youth*, Don Mills: Oxford University Press.
7. Strong-Boag, Veronica. (1988). *The New Day Recalled: Lives of girls and women in English Canada, 1919-1939*, Markham: Penguin Books Canada Ltd. Chapter 5: "Mothering".
8. Luxton, Meg (1990). "Two hands for the clock: changing patterns in the gendered division of labour in the home", in Meg Luxton, Harriet Rosenberg and Sedef Arat Koc (eds.) *Through the Kitchen Window: The politics of home and family*, Toronto: Garamond Press.
9. Wall, Glenda. (2013). "Putting family first: shifting discourses of motherhood and childhood in representations of mothers' employment and child care", *Women's Studies International Forum*, 40:162-171.
10. LaRossa, Ralph. (2011). *Of War and Men: World War II in the lives of fathers and their families*. Chicago: University of Chicago Press. Chapter 7: "Father's proper place"
11. Rutherford, Robert. (1996). "Fatherhood and the social construction of memory: breadwinning and male parenting on a job frontier, 1945-1966", in Joy Parr and Mark Rosenfeld (eds.) *Gender and History in Canada*, Toronto: Copp Clark Ltd.
12. Brannen, Julia and Ann Nilsen. (2006). "From fatherhood to fathering: transmission and change among British fathers in four-generation families", *Sociology*, 40 (2): 335-352.
13. Hofer, Barbara K., Constance Souder, Elena K. Kennedy, Nancy Fullman and Kathryn Hurd. (2009). "The electronic tether: Communication and parental monitoring during the college years", in Margaret K. Nelson and Anita Iltis Garey (eds.) *Who's Watching? Daily practices of surveillance among contemporary families*, Nashville: Vanderbilt University Press. "

14. Lareau, Annette. (2002). "Invisible inequality: Social class and childrearing in black families and white families", *American Sociological Review*, 67: 747-776.
15. Buckingham, David and Sara Bragg. (2005). "Opting in to (and out of) childhood: Young people, sex and the media", in Jens Qvortrup (ed.) *Studies in Modern Childhood: Society, agency, culture*, Basingstoke: Palgrave Macmillan.
16. Hays, Sharon. (1996). *The Cultural Contradictions of Motherhood*, New Haven: Yale University Press. Ch. 1: "Why can't a mother be more like a businessman?"
17. Macdonald, Cameron. (1998). "Manufacturing motherhood: The shadow work of nannies and au pairs", *Qualitative Sociology*, 21(1): 25-53.
18. Ranson, Gillian. (2013), "Who's (really) in charge: Mothers and executive responsibility in non-traditional families", *Families, Relationships and Societies*, 2 (1): 79-95.
19. Wall, Glenda and Stephanie Arnold. (2007). "How involved is involved fathering?: An exploration of the contemporary culture of fatherhood", *Gender & Society*, 21 (4): 508-527.
20. Townsend, Nicholas. (2002). *The Package Deal: Marriage, work and fatherhood in men's lives*, Philadelphia: Temple University Press. Chapter 2: "Package deals and scripts".
21. Ranson, Gillian. (2012). "Men, paid employment and family responsibilities: Conceptualizing the 'working father'", *Gender, Work and Organization*, 19 (6): 741-761.
22. Farr, Daniel. (2006). "Sissy boy, progressive parents", in Jaber F. Gubrium and James A. Holstein (eds.) *Couples, Kids and Family Life*, New York: Oxford University Press.
23. Wade, Amanda and Carol Smart. (2003) "As fair as it can be? Childhood after divorce". Chapter 7 in An-Magritt Jensen and Lorna McKee (eds.) *Children and the Changing Family: Between Transition and Transformation*, London: Routledge Falmer
24. Este, David and Admasu Tachble. (2009). "Fatherhood in the Canadian context: perceptions and experiences of Sudanese refugee men", *Sex Roles*, 60: 456-466
25. Ball, Jessica. (2010). "Indigenous fathers' involvement in reconstituting 'circles of care'", *American Journal of Community Psychology*, 45: 124-138.
26. Malacrida, Claudia. (2007). "Negotiating the dependency/nurturance tightrope: Dilemmas of motherhood and disability", *Canadian Journal of Sociology and Anthropology*, 44(4): 469-493.
27. Hertz, Rosanna. (2006). *Single by Chance, Mothers by Choice: How women are choosing parenthood without marriage and creating the new American family*, New York: Oxford University Press. Chapter 2: "Liminality and the courage to change: making the decision to become a single mother".
8. Doucet, Andrea. (2004). "'It's almost like I have a job, but I don't get paid': fathers at home reconfiguring work, care and masculinity", *Fathering*, 2 (3): 277-303.
29. Charles, Grant, Tim Stainton and Sheila Marshall. (2010). "Young carers in immigrant families: an ignored population", *Canadian Social Work*, 12(1): 83-92.
30. Luxton, Meg. (2011). *Changing Families: New Understandings*. Ottawa: Vanier Institute of the Family.