

**The University of Calgary
Faculty of Arts
Department of Sociology**

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

**Sociology 671: Graduate Seminar
Fall, 2010**

SOCIOLOGY OF FAMILIES

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Office hours: Tues. 3.30-5 p.m., Thurs. 2-4 or by appointment

COURSE OVERVIEW AND OBJECTIVES

This seminar will engage with theory and research on “family” – beginning with a critical examination of what the term means and how it is used. It will become clear as the course proceeds that this is a richly diverse field. If, in the words of British family sociologist David Morgan, we think about “family” as an adjective and not a noun, and in terms of practices and not form, we will see that there are few substantive areas that do *not* have a family connection. The course will endeavour to tap into this diversity through challenging readings and seminar discussion, organized around (though not confined to) weekly reading guides supplied by the instructor.

Because this is a seminar, its success is contingent on the informed and thoughtful participation of all members. Students are expected to do the assigned readings, and to come to the seminar prepared to discuss them. A proportion of the course grade is allocated to participation. As part of this grade component, each student will be responsible for leading the discussion on one of the weekly topics. This will involve some extra reading which will be selected in consultation with the instructor. Other course requirements are noted below.

READINGS

Compilation of weekly readings. (See attached list).

COURSE REQUIREMENTS AND GRADING

Three short reflection essays (about 750-1,000 words), based on questions asked in the weekly reading guides, will be due in class on Oct. 12, and three more will be due in class on Nov. 23. The major course requirement is a research paper (of 6,000-8,000 words) in the student's area of interest. A brief proposal, including a select bibliography, will be due on Nov. 2. Papers will be presented in class on Dec. 7, and due on Dec. 21 at 12 noon. (Late assignments will incur a penalty of 5% per day, unless the delay is for medical or other legitimate reasons, which can be documented.) As noted earlier, leadership of one seminar, and ongoing participation, will also be graded. The grade components are as follows:

Short essays.....	30%
Paper proposal.....	5%
Paper presentation.....	10%
Participation.....	15%
Term paper.....	40%

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.

COURSE SCHEDULE

The following is a tentative schedule of topics for discussion. Please note that the schedule may change if discussions and emerging interests during the term suggest that other topics may be more appropriate. (See separate list for readings.)

Week 1: Sept. 14	Introduction to the course: the meaning(s) of “family”
Week 2: Sept. 21	Theoretical perspectives and debates (1)
Week 3: Sept. 28	Theoretical perspectives and debates (2)
Week 4: Oct. 5	Dimensions of diversity
Week 5: Oct 12	Women and mothering <i>[First set of reflection essays due]</i>
Week 6: Oct 19	Men and fathering
Week 7: Oct. 26	Children and childhood
Week 8: Nov. 2	Social capital and family work <i>[Proposals due]</i>
Week 9: Nov. 9	[No class]
Week 10: Nov.16	Problems, challenges and change
Week 11: Nov. 23	Methodological issues in the study of families <i>[Second set of reflection essays due]</i>
Week 12: Nov. 30	New developments / other topics of interest
Week 13: Dec. 7	<i>Presentation of papers</i>
	<i>Papers due Dec. 21</i>

READINGS

The following is a tentative list of readings to accompany seminar topics. Please note that, as with course topics, these readings may change if class discussion suggests that other material may be more appropriate.

Week 1: Sept. 14 Introduction to the course: the meaning(s) of “family”

Transition magazine, Winter 1999. “Family Life: Past, Present, Future”. Ottawa: Vanier Institute of the Family.

Katz Rothman, Barbara. (2005). *Weaving a Family: Untangling Race and Adoption*. Boston: Beacon Press. pp 3-23

Weigel, Daniel J. (2008). “The concept of family: an analysis of laypeople’s views of family”. *Journal of Family Issues*, 29, 11: 1426-1447

Week 2: Sept. 21 Theoretical perspectives and debates (1)

Parsons, Talcott. (1955). “The American family: its relations to personality and to the social structure.” In Talcott Parsons and Robert Bales, *Family, Socialization and Interaction Process*. Glencoe: The Free Press. pp 3-26.

Benston, Margaret. (1972). “The political economy of women’s liberation”. In Nona Glazer and Helen Waehrer (eds.) *Women in a Man-Made World*. Chicago: Rand-McNally.

Cheal, David. (1991). *Family and the State of Theory*. Toronto: University of Toronto Press. Chs. 5 and 6.

Smith, Dorothy. (1993) “The Standard North American Family: SNAF as an ideological code”. *Journal of Family Issues*, 14, 1: 50-65.

Mann, Susan A., Michael D. Grimes, Alice Abel Kemp and Pamela J. Jenkins. (1997). “Paradigm shifts in family sociology? Evidence from three decades of family textbooks.” *Journal of Family Issues*, 18, 3: 315-349.

Week 3: Sept. 28 Theoretical perspectives and debates (2)

Holstein, James A. and Jay Gubrium. (1999). “What is family? Further thoughts on a social constructionist approach.” *Marriage and Family Review*, 28, 3/4: 3-20.

Bourdieu, Pierre. (1996). “On the family as a realized category”. *Theory, Culture and Society*, 13, 3: 19-26.

Harris, Scott R. (2008). “What is family diversity? Objective and interpretive approaches”. *Journal of Family Issues*, 28, 11: 1407-1425.

Beck, Ulrich and Beck-Gernsheim. (1995). *The Normal Chaos of Love*. Cambridge: Polity Press. Introduction and Ch. 1.

Roseneil, Sasha and Shelley Budgeon. (2004). "Cultures of intimacy and care beyond 'the family': personal life and social change in the early 21st century". *Current Sociology*, 52, 2: 135-159.

Week 4: Oct. 5 Dimensions of diversity

Netting, Nancy S. (2006) "Two lives, one partner: Indo-Canadian youth between love and arranged marriages". *Journal of Comparative Family Studies*, 37, 1: 129-146.

Berkowitz, Dana and William Marsiglio. (2007). "Gay men: negotiating procreative, fatherhood and family identities". *Journal of Marriage and Family*, 69: 366-381.

Malacrida, Claudia. (2007). "Negotiating the dependence/nurturance tightrope: dilemmas of motherhood and disability". *Canadian Review of Sociology*, 44, 4: 469-493.

Lareau, Annette. (2002). "Invisible inequality: social class and childrearing in Black families and white families". *American Sociological Review*, 67: 747-776.

Daly, Kerry. (2004). *The Changing Culture of Parenting*. Ottawa: The Vanier Institute of the Family.

Week 5: Oct 12 Women and mothering

Hays, Sharon. (1996) *The Cultural Contradictions of Motherhood*. New Haven: Yale University Press. Ch. 5.

Fox, Bonnie. (2006). "Motherhood as a 'class act': the ways in which 'intensive mothering' is entangled with social class". In Kate Bezanson and Meg Luxton (eds.) *Social Reproduction: Feminist Political Economy Challenges Neoliberalism*. Montreal: McGill-Queen's University Press.

Nelson, Margaret. (2006). "Single mothers 'do' family". *Journal of Marriage and Family* 68: 781-795.

Dunne, Gillian. (2000). "Opting into motherhood: lesbians blurring the boundaries and transforming the meaning of parenthood and kinship". *Gender & Society*, 14, 1: 11-35

Hondagneu-Sotelo, Pierrette and Ernestine Avila. (1997). "'I'm here, but I'm there': the meaning of Latina transnational motherhood". *Gender & Society*, 11, 5: 548-571.

Week 6: Oct 19 Men and fathering

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.

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.

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.

Shows, Carla and Naomi Gerstel. (2009). "Fathering, class and gender: a comparison of physicians and emergency medical technicians." *Gender & Society*, 23, 2: 161-187.

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.

Week 7: Oct. 26 Children and childhood

Ariès, Philippe. (1962). *Centuries of Childhood: A Social History of Family Life*. New York: Vintage Books. Ch. 2.

Zelizer, Viviana. (1985). *Pricing the Priceless Child: The Changing Social Value of Children*. Princeton: Princeton University Press. Introduction and Ch. 7

Frønes, Ivar. (1997). "The transformation of childhood: children and families in post-war Norway". *Acta Sociologica*, 40: 17-30.

Ehrensaft, Diane. (2001). "The kinderdult: the new child born to conflict between work and family". In Rosanna Hertz and Nancy L. Marshall (eds.) *Working Families: The Transformation of the American Home*. Berkeley: University of California Press.

Thorne, Barrie. (2001). "Pick-up time at Oakdale Elementary School: work and family from the vantage points of children". In Rosanna Hertz and Nancy L. Marshall (eds.) *Working Families: The Transformation of the American Home*. Berkeley: University of California Press.

Week 8: Nov. 2 Social capital and family work

Furstenberg, Frank F. (2005). "Banking on families: how families generate and distribute social capital". *Journal of Marriage and Family*, 67: 809-821

Richardson, Joseph B. (2009). "Men do matter: ethnographic insights on the socially supportive role of the African American uncle in the lives of inner-city African American male youth". *Journal of Family Issues*, 30, 8: 1041-1069.

DeVault, Marjorie. (1999). "Comfort and struggle: emotion work in family life". *Annals of the American Academy of Political and Social Science*, 561: 52-63.

Ranson, Gillian. (2010) *Against the Grain: Couples, Gender and the Reframing of Parenting*. Toronto: University of Toronto Press Higher Education. Ch. 4.

Hochschild, Arlie Russell. (1997). *The Time Bind: When Work Becomes Home and Home Becomes Work*. New York: Metropolitan Books. Chs. 7 and 8.

Week 9: Nov. 9 [No class]

Week 10: Nov.16 Problems, challenges and change

Castellano, Marlene Brant. (2002). *Aboriginal Family Trends: Extended Families, Nuclear Families, Families of the Heart*. Ottawa: Vanier Institute of the Family.

Harrison, Deborah. (2006). "The role of military culture in military organizations' responses to woman abuse in military families". *The Sociological Review*, 54, 3: 546-574.

Fisher, Allen P. (2003). "Still 'not quite as good as having your own'? Toward a sociology of adoption". *Annual Review of Sociology*, 29: 335-361.

Levin, Irene. (2004). "Living apart together: a new family form". *Current Sociology*, 52, 2: 223-240.

Bartels, Dianne M. "Brave new families: modern health technologies and family creation". In Marilyn Coleman and Lawrence H. Ganong (eds.) *Handbook of Contemporary Families: Considering the Past, Contemplating the Future*, Thousand Oaks: Sage Publications

Week 11: Nov. 23 Methodological issues in the study of families

Dobson, Lisa and Leah Schmalzbauer. (2005). "Poor mothers and habits of hiding: methods in poverty research." *Journal of Marriage and Family*, 67: 949-959.

Lareau, Annette. (2000). "'My wife can tell me what I know': methodological and conceptual problems in studying fathers." *Qualitative Sociology*, 23, 4: 407-433.

Matthews, Sarah H. (2005). "Crafting qualitative research articles on marriages and families". *Journal of Marriage and Family*, 67: 799-808.

Sunderland, Jane. (2006). "'Parenting' or 'mothering': the case of modern childcare magazines." *Discourse and Society*, 17, 4: 503-527.

Plano Clark, Vicki L. et al. (2008). "Mixed methods approaches in family science research". *Journal of Family Issues* 29, 11: 1543-1566.

Week 12: Nov. 30 New developments / other topics of interest

Readings to be decided in consultation with students

Week 13: Dec. 7 Presentation of papers

OTHER ADMINISTRATIVE INFORMATION

Emergency evacuations:

In the case of fire or other emergency evacuation of our classroom, please proceed to the assembly point by the Professional Faculties building food court.

Deferrals:

If at all possible you must provide *advance* notice to the instructor if you are unable to pass in an assignment or essay 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 physical or emotional problem 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.

Please note that requests to defer term work past the end of a term go through the Faculty of Arts Associate Dean (Students), and must be processed by the deadlines that are established in the U of C Calendar. You can find the form you need online:

Deferred Term Work Form:

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

You must submit these deferral forms to the Faculty of Arts Associate Dean (Students) through the Student Success Office, 4th Floor, MacEwan Student Centre. Only the Associate Dean approves requests for deferrals which extend beyond the end of a term. Instructors are not involved in such decisions. To make an appointment with the Associate Dean, phone (403) 220-8155.

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 Departmental 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: Plagiarism, cheating and other academic misconduct are regarded as serious academic offences. Students are advised to consult the University Calendar which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor's office or the Department main office. Written assignments must be returned to students individually, during class, or during the instructor's office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

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 with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, phone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

Handing in papers outside of class, return of final papers, and release of final grades:

1. When students are unable to submit papers in class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant. Papers will not be accepted in the main Sociology Department office.
2. Final papers will not be returned through the main Sociology Department office. The Freedom of Information and Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place (i.e. outside an instructor’s office, the department office etc.) Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will be available for pick-up only during the instructor’s office hours at the end of this term or at the beginning of the next term.
3. Final grades are not posted by the Sociology Department. They are available only online.