

University of Toronto – Sociology

**SOC214H1F**

**Sociology of Family**

Mondays 2:10-4:00 AH100

Fall 2021

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Instructor: Judy Beglaubter

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### **Course Description**

Families are universally important social institutions, but they have undergone – and continue to experience – immense change across time and place. Far fewer Canadians marry than did decades ago, cohabitation is becoming more common, divorce rates are high, blended and single-parent families are common, and many adults must rely on support from family and friends. Despite these changes, families follow common patterns and practices in the ways they organize care, residence, and relate people biologically and socially. This course will examine the specifics of how these things are accomplished and the economic, political and social structures that have shaped, and continues to shape, family patterns and dynamics. We will explore topics that seem very personal, emotional and important to many of us—ideals about love, marriage, gender, parenthood, sex and sexuality— and apply a sociological lens to critically examine the intimate experiences and arrangements many of us take for granted.

### **Learning Outcomes**

- Provide students with a sociological understanding of issues related to the family
- Critically analyze the social forces which have shaped the historical development of gendered family arrangements in the Western world
- Better understand the way intersectional factors (such as gender, race, class, sexuality, immigration status, etc.) intersect to influence the experiences and opportunities of individuals in families
- Apply course concepts and ideas to contemporary issues and real-world examples
- Strengthen critical thinking, writing and communication skills

### **Prerequisites**

SOC100H1, SOC100H5 - Students without this prerequisite will be removed at any time discovered and without notice

### **Required Texts**

There is no textbook for this course. See Quercus for **required readings** available electronically.

## Evaluation Components

<u>Type</u>	<u>Date Due</u>	<u>Weight</u>
Reading Reflections	See schedule for options	3 x 10% = 30%
Scavenger Hunt Assignment	October 18 <sup>th</sup>	25%
Interview Project: Summary & Preliminary Analysis	November 15 <sup>th</sup>	15%
Final Paper	December 9 <sup>th</sup>	30%

**Note: These dates are fixed and non-negotiable - Plan your schedule around them**

### **1. Reading Reflections**

These 3 page reports involve engaging critically with specified week's readings and making connections between them to the real world and your own experiences. You will need to **select three out of five dates** to submit reports. These **must be submitted no later than 7 days after the week they are listed**. For example, for readings on week 1, the last day to submit a reflection would be September 20<sup>th</sup> 2021 @ 2:10 PM. See Quercus for detailed requirements and rubric.

### **2. Scavenger Hunt**

This 5-6 page analysis involves finding items from a list of options, answering questions associated with each item, and drawing on course material to analyze the process and your findings. Detailed requirements and rubric to be posted on Quercus.

### **3. Interview Project**

The major assignment for this course is your interview project, which has three parts. Earlier in the semester, students will be interviewing a young adult (age 18-26) about their thoughts on marriage, work and family. You will then write up a summary and preliminary analysis of the interview (4-5 pages) and post it on Quercus so students can aggregate and analyze the data for their final reports (8 pages). Detailed requirements and rubrics to be posted.

## Assignments

Must be **submitted on the due date via Quercus by class time. Assignments submitted after 2:10 PM are considered late**. See the Course Policies section below for more details on submission policies.

## Class Format

The class mixes formal lectures with class discussions. Attending lectures is essential in order to develop an understanding of the theoretical context, situate the arguments presented in the texts, and make connections amongst course materials. Students should be prepared to take good notes, keep up with assigned readings, and engage meaningfully with the material. Assignments will draw equally on both lectures and texts and you will need to be able to identify and discuss the key arguments in each reading and every lecture to succeed in this course. In the event of an absence, it is the responsibility of students to get notes from a peer and familiarize themselves with any additional material covered in lectures.

## Course Schedule

NB: Every attempt will be made to follow this schedule, but it may be changed at the discretion of the instructor.

<b>Class 1</b> September 13 <sup>th</sup>  <b>RR#1</b>	<b>Introduction to Course &amp; Defining Family</b> <ul style="list-style-type: none"><li>• Benita Y. Tam, Leanne C. Findlay and Dafna E. Kohen. 2017. "Indigenous Families: Who Do You Call Family?" <i>Journal of Family Studies</i> 23(3): 243-259</li><li>• Powell, Brian. 2014. "Changing Counts, Counting Change: Toward a More Inclusive Definition of Family." <i>Journal of the Indiana Academy of the Social Sciences</i> 17 (1): Article 2</li><li>• Roseneil, Sasha and Shelley Budgeon. 2004. "Cultures of Intimacy and Care Beyond 'The Family': Personal Life and Social Change in the Early 21st Century." <i>Current Sociology</i> 52(2): 135-159</li></ul>
<b>Class 2</b> September 20 <sup>th</sup>  <b>RR#2</b>	<b>Historical Construction</b> <ul style="list-style-type: none"><li>• Margolis, Maxine. 2014. "Putting Mothers on the Pedestal." Pp. 98-115 in <i>Family Patterns, Gender Relations</i>, 4<sup>th</sup> edition, edited by B. Fox. Toronto: Oxford University Press</li><li>• Coltrane, Scott and Justin Galt. 2000. "The History of Men's Caring." Pp. 15-36 in <i>Care Work: Gender, Labour, and the Welfare State</i>, edited by M.H. Meyer. New York: Routledge</li></ul>
<b>Class 3</b> September 27 <sup>th</sup>  <b>RR#3</b>	<b>Blurring Boundaries</b> <ul style="list-style-type: none"><li>• Stack, Carol. 2013 (1974). Selections from "The Flats," and "Swapping: What Goes Around Comes Around" from <i>All Our Kin</i>. Pp. 169-178 in <i>Ethnography and the City: Readings on Doing Urban Fieldwork</i>, edited by R. E. Ocejo. New York: Routledge</li><li>• Chung, Angie Y. 2013. "From Caregivers to Caretakers: The Impact of Family Roles on Ethnicity Among Children of Korean and Chinese Immigrant Families," <i>Qualitative Sociology</i> 36(3): 279-302</li><li>• Hoang, Lan A. &amp; Brenda S. A. Yeoh. 2011. "Breadwinning Wives and "Left-behind" Husbands: Men and Masculinities in the Vietnamese Transnational Family." <i>Gender &amp; Society</i> 25(6): 717-739</li></ul>
<b>Class 4</b> October 4 <sup>th</sup>	<b>Contemporary Context</b> <ul style="list-style-type: none"><li>• Swartz, Teresa T. and Erika Busse. 2017. "Family Support in the Transition to Adulthood among Diverse Young Adults in the United States." Pp. 15-41 in <i>Crossings to Adulthood: How Diverse Young Americans Understand and Navigate Their Lives</i>, edited by T.T. Swartz, D. Hartmann, and R.G. Rumbaut. Leiden, Netherlands and Boston: Brill</li><li>• Cherlin, Andrew. 2004. "The Deinstitutionalization of American Marriage." <i>Journal of Marriage and the Family</i> 66(4): 848-861</li></ul>

October 11 <sup>th</sup>	<b>Thanksgiving – No Class</b>
<b>Class 5</b> October 18 <sup>th</sup>	<b>Sexuality &amp; Partnering</b> <ul style="list-style-type: none"> <li>• Lamont, Ellen. 2018. “We Can Write the Scripts Ourselves: Queer Challenges to Heteronormative Courtship Practices.” <i>Gender &amp; Society</i> 31(5): 624-36</li> <li>• Hamilton, Laura and Elizabeth A. Armstrong. 2009. “Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options.” <i>Gender &amp; Society</i> 23(5): 589-616</li> </ul> <b><u>DUE: Scavenger Hunt Assignment</u></b>
<b>Class 6</b> October 25 <sup>th</sup>	<b>Moving In &amp; Living Together</b> <ul style="list-style-type: none"> <li>• Stanley, Scott M., Galina K. Rhoades, and Howard J. Markman. 2006. “Sliding Versus Deciding: Inertia and the Premarital Cohabitation Effect.” <i>Family Relations</i> 55(4): 499-509</li> <li>• Sassler, Sharon and Amanda J. Miller. (2011). “Class Differences in Cohabitation Processes.” <i>Family Relations</i> 60(2): 163–177</li> <li>• Mitchell, Barbara. 2001. “Ethnocultural Reproduction and Attitudes Toward Cohabiting Relationships.” <i>Canadian Review of Sociology and Anthropology</i> 38(4): 391-414</li> </ul>
<b>Class 7</b> November 1 <sup>st</sup>	<b>Marrying &amp; Being Married</b> <ul style="list-style-type: none"> <li>• Silva, 2013. “Insecure intimacies: Love, Marriage, and Family in The Risk Society.” Pp. 53-80 in <i>Coming Up Short: Working-Class Adulthood in an Age of Uncertainty</i>. New York: Oxford University Press</li> <li>• Kefalas, Maria, Frank F. Furstenberg, Patrick J. Carr and Laura Napolitano et al. 2011. “‘Marriage is More Than Being Together’: The Meaning of Marriage for Young Adults.” <i>Journal of Family Issues</i> 20(10): 1-31</li> <li>• Zaidi, Arshia and Muhammad Shuraydi. 2002. “Perceptions of Arranged Marriage by Young Pakistani Muslim Women Living in a Western Society.” <i>Journal of Comparative Family Studies</i> 33(4): 399-436</li> </ul>
November 8 <sup>th</sup>	<b>Reading Week – No Class</b>  <b>Note:</b> The drop date for this course is November 8 <sup>th</sup>
<b>Class 8</b> November 15 <sup>th</sup>	<b>Interview Project Workshop</b>  <b><u>DUE: Interview Summary &amp; Preliminary Analysis</u></b>

<p><b>Class 9</b> November 22<sup>nd</sup></p> <p><b>RR#4</b></p>	<p><b>Becoming Parents &amp; Parenthood</b></p> <ul style="list-style-type: none"> <li>• Lareau, Annette and Amanda Cox. 2011. "Social Class and the Transition to Adulthood: Differences in Parents' Interactions with Institutions." Pp. 134-164 in <i>Social Class and Changing Families in an Unequal America</i>, edited by M. Carlson and P. England. Stanford: Stanford University Press</li> <li>• Averett, Kate. 2016. "The Gendered Buffet: LGBTQ Parents Resisting Heteronormativity." <i>Gender &amp; Society</i> 30(2): 189-212</li> <li>• Beglaubter, Judy. 2021. "'I Feel Like It's a Little Bit of a Badge of Honor': Fathers' Leave-Taking and the Development of Caring Masculinities." <i>Men and Masculinities</i> 24 (1): 1-20</li> </ul>
<p><b>Class 10</b> November 29<sup>th</sup></p>	<p><b>Juggling Paid &amp; Unpaid Labour</b></p> <ul style="list-style-type: none"> <li>• Kelly, Maura and Elizabeth Hauck. 2015. "Doing Housework, Redoing Gender: Queer Couples Negotiate the Household Division of Labor." <i>Journal of GLBT Family Studies</i> 11(5): 438-463</li> <li>• Daminger, Allison. 2019. "The Cognitive Dimension of Household Labor." <i>American Sociological Review</i> 84(4): 609-33</li> <li>• Miller, Amanda and Daniel Carlson. 2016. "Great Expectations? Working- and Middle-Class Cohabitators' Expected and Actual Divisions of Housework." <i>Journal of Marriage and the Family</i> 78: 346-63</li> </ul>
<p><b>Class 11</b> Dec 6<sup>th</sup></p> <p><b>RR#5</b></p>	<p><b>Families &amp; the State</b></p> <ul style="list-style-type: none"> <li>• Muir, Nicole M, Yvonne Bohr, Matthew J Shepherd, Gwen K Healey, Donald K Warne. 2019. "<i>Indigenous Parenting.</i>" Pp. 170-197 in <i>Handbook of Parenting, Volume 4: Social Conditions and Applied Parenting</i>, edited by M.H. Bornstein. London: Routledge</li> <li>• Adjei Paul B., Delores Mullings, Michael Baffoe, Lloydetta Quaicoe, Latif Abdul-Rahman, Victoria Shears &amp; Shari Fitzgerald. 2018. "The "Fragility of Goodness": Black Parents' Perspective about Raising Children in Toronto, Winnipeg, and St. John's of Canada." <i>Journal of Public Child Welfare</i> 12(4): 461-491</li> <li>• Bhuyan, Rupaleem, Lorraine Valmadrid, Esel Laxa Panlaqui, Novabella L. Pendon, Pearlita Juan. 2018. "Responding to the Structural Violence of Migrant Domestic Work: Insights from Participatory Action Research with Migrant Caregivers in Canada." <i>Journal of Family Violence</i>, 33(8): 613-627</li> </ul>
<p><b>Class 12</b> Dec 9<sup>th</sup></p>	<p><b>Wrap Up &amp; Data Destruction</b></p> <p><b><u>DUE: Final Paper</u></b></p>

## **Course Policies & Procedures**

### **Attendance**

Students are responsible for attending every lecture. Notes **will not be posted** online. I strongly recommend that you read the required material before coming to class – you will better understand both the lecture and the readings if you do

### **Classroom Etiquette**

Students are expected to arrive at class on time. Laptop usage should be reserved for course work only. Videotaping and recording lectures is strictly forbidden without written permission from the instructor

### **Electronic Communication and Electronic Learning Technology**

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them
- All course communication should be conducted through your UTmail account
- All emails must include the course code in the subject line
- Emails should be signed with the student's full name and student number
- Emails from students will generally be answered within 48 hours of receipt
- Treat emails as professional communication. Proofread. Use appropriate language.

### **Late Assignments**

Must be submitted online via Quercus by the beginning of class on the specified date. No hard copy is necessary. **Late assignments will be penalized 5% per 24 hour period.** The penalty will run from the time the assignment was due until the time it is submitted on Quercus – not the department office staff, to other instructors, or by email. The penalty period **includes weekends and holidays.** Assignments that are more than 8 days late will not be accepted. Accommodations can be provided for reasons beyond the student's control. Excuses such as "too much work", technology failure, attending a wedding, family vacation, or not adding the class in time will not be considered to be beyond a student's control. To request accommodation for a late assignment you must contact the instructor and follow these steps:

- Students who are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN), on the day the assignment is due
- Students who are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor
- Submit on Quercus. Late assignments will not be accepted by email. The **2<sup>nd</sup> year drop box** - room 225 at the Sociology department (725 Spadina Ave) will not be checked

### Grade Appeals

Instructors and teaching assistants take the marking of assignments very seriously and work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following steps:

1. Wait at least 24 hours after receiving your mark
2. Carefully re-read your assignment, the requirements, and the grader's comments
3. Address your concerns with the TA within 2 weeks
4. Should you wish to contest further, you need to indicate in a typed document submitted to the instructor why you believe the grade was inappropriate. Your mark may go down, stay the same, or go up.

### Academic Integrity

According to Section B of the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>) which all students are expected to know and respect, it is an offence for students to:

- To use someone else's ideas or words in their own work without acknowledging that they are not their own with a citation and quotation marks, i.e. to commit plagiarism
- To include false, misleading or concocted citations in their work
- To obtain or provide unauthorized assistance on any assignment
- To falsify or alter any documentation required by the University

There are other offences covered, but these are the most common. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts & Science for more information on penalties and risks.

### Writing Assistance

How you communicate your ideas is just as important as your grasp on the material. You must pay close attention to style, mechanics, and proper referencing. For individualized support and assistance with writing, please contact one of the University of Toronto writing centres to make an appointment see: <http://www.writing.utoronto.ca/writing-centres/learning>.

### Accessibility

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060 or <http://www.accessibility.utoronto.ca/>

### Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated.