

FAMILY PATTERNS
SOC214H1-S (Online Synchronous)
Summer 2023

S. W. Underwood
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Class Time: Tues. & Thurs., 2:10-4PM EST
Location: Online on *Quercus*
Office Hours: By appointment

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Course Description: We live in a time of change in family life. Far fewer Canadians marry than married decades ago, cohabitation is more common than marriage for first live-in relationships, divorce rates are high, blended and single-parent families are common, there are sizable numbers of lesbian and gay couples (and parents), many other queer and trans families, and many adults live alone but rely on care and support from friends (if not from family). Couples are also having fewer children, but those who have young children are facing daily challenges trying to juggle employment and family responsibilities. And children move out of their parents' home at later ages now than they did decades ago. Meanwhile, unquestioned divisions of work based on gender in straight couples have given way to ideals of sharing.

Families assume many different shapes today, and people experience considerable change in their families over their lifetime. This diversity of family patterns is a product of increases in the choices that women, men, and non-binary people have about how they live their lives. But it is also due to economic insecurity and weakened government supports.

Amidst this diversity in family patterns, there are some things common to most Canadian families -- for example, an expectation of love (and often monogamy) in intimate sexual relationships and a preference to live in nuclear-family households. As well, many young adults expect that they will be parents, that both parents will be very involved in caring for their children, but that the woman will be responsible for child care if shared parenting proves to be too difficult. Although many features of family seem natural (e.g. mothers' responsibility for childcare), social historians and anthropologists tell us that most, if not all, family arrangements and relationships that we take for granted are fairly new in human history. Social scientists generally assume that family is socially created – and therefore influenced and even shaped by social factors, including economic forces. These social and economic forces will be the analytic focus of this course.

Goals and Learning Objectives:

- (1) To raise questions about what we take for granted with respect to family, and to show how a sociological perspective helps answer them.
- (2) To examine diverse family patterns in order to better understand why families are organized as they are.
- (3) To examine different types of families, and the specific challenges and opportunities each of them creates for the women, men, non-binary people, and children living in them.

Prerequisites: The prerequisite to take this course is 0.5 SOC at the 100 level. Students without this prerequisite will be removed any time they are discovered.

Required Texts: None. All readings will be made available online on Quercus.

Evaluations:

Discussion Posts	20%	Two discussion posts due by 2:00PM Tues. & Thurs. weekly Two responses due by 11:59PM Sat. weekly
Essay 1	20%	Monday, July 17 th
Essay 2	40%	Sunday, August 13 th
Final Exam (Online)	20%	Final Exam Period (TBA, Aug 17 – 27)

Class Format: Students are expected to attend (listen/watch online) all lectures and to participate actively by 1) submitting online discussion posts before each class they are due [verify the dates on the course calendar], 2) completing assigned readings, 3) engaging continuously in online discussions, and 4) keeping up to date on course information posted on Quercus. In all activities, students are to be respectful of fellow classmates, guest speakers, and teaching/administrative staff.

This course may be different from others you have had. Unlike courses in which there is a textbook that surveys the field of study, raising key questions and summarizing key research findings, the **lectures** provide that function in this course. The readings are from journal articles and book chapters. I chose them because they are either classics in the field, offering insightful analysis or important research findings, or because they offer clear sociological analyses of the topics under discussion. All of the readings are (I think) interesting. They illustrate the arguments I make in the lecture – and present some of the research on which I build my lectures. But the **lectures themselves are essential** for an overview and understanding of the key questions, issues, findings and arguments in the course. You **cannot** succeed in this course without fully engaging with lecture materials. Lectures tie together the readings and develop the main arguments in the course. In short, the lectures and the readings are both essential to your understanding, and to do well in this course. The final exam will draw equally on both lectures and readings. Attendance at lectures is therefore essential! So are careful reading and thinking about the lectures. You are expected to be able to identify and discuss the *key* arguments in each reading and every lecture.

Email and Contact: When emailing the instructor or TA, please use your mail.utoronto.ca address. **Do NOT use Quercus to contact me or the TA as these messages will not be read.** Please also include “SOC214” and a brief description in the subject line so that your email is easily prioritized. Emails will typically be answered within 48 hours. Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should attend office hours and/or schedule an appointment with the instructor.

Discussion Posts: Students are responsible for attending every class session and engaging in online discussions on a regular basis. Actively engaging in online discussion posts is vital for your progress in this course. There will be a thread for each class. These discussion posts are required for every class with

assigned readings **except** classes 1, 5, 12, and ONE class of your choice. You will therefore comment on readings from **8 of the 12 classes**. You must ALSO respond to a fellow student at least once for each class. In total, you will submit 8 posts and 8 responses (16 entries). Late or missing discussion posts will be penalized.

Before each class (by 2:00PM on Tuesdays and Thursdays), students will write at least two brief paragraphs on one or more of the class readings, including at least one question and a short evaluative comment. Your questions, comments, and reflections must draw on the assigned readings, including aspects of the text that you wish to understand or discuss, and/or reflections on the core concepts from the readings. You are encouraged to quote excerpts from the course texts, but make sure to **properly cite all paraphrase and direct quotations**.

You are also required to respond to 1 of your group members' posts for each class. By 11:59PM on Saturdays, you must submit one response to a peer for BOTH of the discussion threads in that calendar week. In short, **you must respond to a peer at least once for every class that a discussion post is due**. These posts can be shorter (one paragraph minimum), responding to another student's questions or observations, building on something they have said, or asking questions of your own.

Students are encouraged to go beyond the minimum requirements for online discussion, and to take advantage of this forum for collective teaching and learning.

Final Exam: There will be a final exam that will include short answer and essay questions and will be written online on Quercus during the final exam period. The date will be announced by the Faculty of Arts and Sciences.

To do well on the exam, you need to know the specific arguments in each of the readings and lectures, and be able to discuss the main issues covered in both the readings and lectures. The exam is synthetic, so you should think over the **main themes and arguments** discussed in the course and review the **key arguments** in each reading and lecture to prepare for them.

Essays: There are two essays required for this course. The first essay will address a set of questions on the required readings and will be handed out in class. This first essay will be 3-4 pages in length. The second essay will also address a set of questions on the required readings, but will ask you to include 2-3 externally sourced readings of your own choosing. This second essay will be 5-7 pages in length.

The essays must be **submitted on Quercus by 11:59PM** on their respective due dates listed above. If you do not submit an assignment on time, you will need to declare your absence on ACORN, before the due date, and email the instructor. There will be a penalty of 5% per day for submitting any essay after the due date.

Keep a record of your submission including the date and time submitted—a screenshot is fine for this. Students must keep copies of their work in case assignments are lost. Students are responsible for assignments that are lost.

Note: Please be aware that turning in an old paper, or large parts thereof, for credit, is considered an academic offense that results in students being referred to the Office of Academic Integrity.

Writing Essays and Academic Integrity: Students who have questions or concerns about how to write an essay should make an appointment to see me during my office hours – for advice and help. Otherwise, I recommend using the very helpful website, “Writing at the University of Toronto,” at www.writing.utoronto.ca. Look under “advice” and then “style and editing.”

Writing workshops are also available for students; for information on them go to www.writing.utoronto.ca/news/writing-plus. A helpful guide to writing is: Margot Northey and Margaret Procter, *Writer’s Choice: A Portable Guide for Canadian Writers* (Prentice Hall Cda). And Wm. Strunk and E.B. White’s *The Elements of Style* is the best general summary of the rules of grammar and good writing.

Students are expected to acquaint themselves with the rules concerning **plagiarism**. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly.

The *Code of Behaviour on Academic Matters* in the Calendar of the Faculty of Arts and Science specifies: “It shall be an offence for a student knowingly: to **represent as one’s own** any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on ‘knowing’, the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.” In short, do not “borrow” passages from books or articles or websites without **citing them**. If you copy the words of other people, put quotation marks around them and cite the reference (that is, put author’s surname, date, & page number in parentheses). If you paraphrase you also need to cite the reference, with the page number. Then, be sure to put all sources that you cite in the “References” at the back of the paper. Plagiarizing can result in a very serious penalty, and any suspected case will be turned over to the Office of Academic Integrity.

Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

Generative AI: In general, I discourage the use of generative AI in this course to promote your learning and intellectual development. However, students may use artificial intelligence for research purposes, i.e., when gathering information, organizing it for understanding, or brainstorming an outline for an essay.

The use of generative AI during exams is prohibited and considered an unauthorized aid, which the University considers a ‘form of cheating’.

IMPORTANT NOTE: All use of generative AI must be properly cited in-text and in the references page: it may be considered an academic offence to represent AI-generated ideas as one’s own thoughts. Review the following to properly cite your use of generative AI:
<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Re-Grading Policy: For clarification and questions about your grades, students should wait at least 24 hours after receiving their grade to contact the TA or instructor. This is intended to encourage adequate time for reflection on the grade and its rationale. If you wish to request a regrade of an assignment, you

must submit a one-page document by email within 5 days of receiving your grade. Indicate specifically your areas of concern, your questions, and make an argument as to why your grade should be different. **NOTE:** Regrades can result in a higher or lower grade.

Student Services and Resources:

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

Equity & Diversity: The University of Toronto and I are committed to equity and respect for diversity. All members of the learning environment in this course should 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.

In particular, you may wish to acquaint yourself with the Sexual & Gender Diversity Office at <https://sgdo.utoronto.ca/about-the-office/equity-diversity-u-of-t/> and the Anti-Racism and Cultural Diversity Office at <http://antiracism.utoronto.ca/>. Further resources for First Nations students, students of faith, and more can be found at <http://equity.hrandequity.utoronto.ca/>.

Course Schedule:

1: July 4 th	Introduction: Trends and Ongoing Challenges in Families <ul style="list-style-type: none">• First day of class: no discussion post due• Fox and Luxton, 2014. 'Trends and ongoing dilemmas in family and personal life today,' p. 17-27 of Chapter 1, "Analyzing the familiar," in <i>Family Patterns, Gender Relations</i>. 4th edition. (Don Mills: Oxford University Press).
2: July 6 th	Raising Questions about Common-Sense Beliefs <ul style="list-style-type: none">• Fox and Luxton, 2014, p. 2-17 of "Analyzing the familiar: definitions, approaches, and issues at the heart of studying families.' In Fox text.• Newman, Katherine. 2012. Introduction & Chapter 1, "The slippery state of adulthood,' p. ix-xxiii & 1-36 in <i>The Accordion Family</i>• Roseneil and Budgeon, 2004, p. 135-142 of 'Cultures of intimacy and care beyond 'the family': personal life and social change in the early 21st century,' in <i>Current Sociology</i> 52, 2
3: July 11 th	Raising Questions about the 'Nuclear Family': is it Universal or "Natural"? <ul style="list-style-type: none">• Felicity Edholm, 2014 [1982], p. 31-38, "The unnatural family." In Fox text.• Eleanor Leacock, 2014 [1982], p. 43-54, "Women in an egalitarian society: The Montagnais-Naskapi of Canada." In Fox text.• Tilly and Scott, 2014, p. 56-82, "The family economy in pre-industrial England and France." In Fox text.
4: July 13 th	Families in transition from Agrarian to Industrial Economies <ul style="list-style-type: none">• Maxine Margolis [1984], 2014, p. 97-114, "Putting mothers on the pedestal." In Fox text.• Tamara Hareven, 2014 [2000], p. 84-96, "Dynamics of kin in an industrial community." In Fox text.• Lie, John. 1996. "From Agrarian Patriarchy to Patriarchal Capitalism: Gendered Capitalist Industrialization in Korea."
5: July 18 th	Families in the 1950s: The 'Good Ol' Days' of the 'Traditional Family'? <ul style="list-style-type: none">• Essay 1 DUE by 11:59PM the night before this class: Monday, July 17th. No discussion post due.• Mary Louise Adams, 2014 [1997], p. 116-131, "Sexuality and the postwar domestic 'revival.'" In Fox text.

	<ul style="list-style-type: none"> • Luxton, 2014 [1990], p. 136-158, "Wives and husbands." In Fox text. • Sellars, 2013, p. 29-45, 51-58, 67-69, & 85-6 from <i>They Called Me Number One: Secrets and Survival at an Indian Residential School</i>.
6: July 20 th	<p>Making Nuclear Families: Marriage, Cohabitation, and the White Middle-Class</p> <ul style="list-style-type: none"> • Otnes and Pleck, 2003. "Romance, magic, memory, and perfection," p. 1-24 from <i>Cinderella Dreams: The Allure of the Lavish Wedding</i> • Riessman, 2014 [1990], "Mourning different dreams: gender and the companionate marriage." In Fox text.
7: July 25 th	<p>Not-So-Nuclear Families: Racial Capitalism and the Effects of Poverty</p> <ul style="list-style-type: none"> • Carol Stack, 1974. "Swapping: 'What goes round comes round,'" & "Personal kindreds: 'All our kin,'" p. 32-61 in <i>All Our Kin</i>. • Collins, Patricia Hill. Black Women and Motherhood • Creese, Dyck, and McLaren, 2014 [2009], p. 386-397, "Gender, generation, and the 'immigrant family.'" In Fox text • Silva, 2013. "Insecure intimacies: Love, marriage, and family in the risk society," p. 53-80 from <i>Coming Up Short: Working-Class Adulthood in an Age of Uncertainty</i>. <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Spears, Shandra. 2003. Strong spirit fractured identity. In Kim Anderson and Bonita Lawrence (Eds.) <i>Strong women stories: native vision and community survival</i> (p. 81-94). Toronto: Sumach Press • Phillips, R. (2009). Settler colonialism and the nuclear family. <i>The Canadian Geographer</i>, 53(2), 239–253.
8: July 27 th	<p>Misfits or Vanguard? LGBTQI2S+ Families</p> <ul style="list-style-type: none"> • Stacey, Judith and Timothy J. Biblarz. 2001. "(How) Does the Sexual Orientation of Parents Matter?" <i>American Sociological Review</i> 66: 159-183. • Boggis, Terry. 2001. "Affording Our Families: Class Issues in Family Formation." Pp. 175-181 in <i>Queer Families, Queer Politics: Challenging Culture and the State</i> by Mary Bernstein and Renate Reimann (Eds.). New York: Columbia University Press. • Pyne, J., Bauer, G. and Bradley K. (2015). Transphobia and Other Stressors Impacting Trans Parents. <i>Journal of GLBT Family Studies</i>, 11(2): 107-126.
9: August 1 st	<p>Dual-Earning Families: Work-Family Conflict, Essential Labours, and Imperial Capitalism</p>

	<ul style="list-style-type: none"> • Luxton, 2014 [2003], p. 342-360, "Family coping strategies: balancing paid employment and domestic labour." In Fox text. • Arat-Koc, 2014 [2009], p. 316-337, "The politics of family and immigration in the subordination of domestic workers in Canada." In Fox text. • Tremblay, 2014 [2009], p. 541-553, "Quebec's policies for work-family balance: a model for Canada?" In Fox text
10: August 3 rd	<p>Extending Parenthood and Young Adulthood: Families Surviving under Late Capitalism</p> <ul style="list-style-type: none"> • Newman, 2012. Chapter 2 "Why are accordion families spreading?" • Newman, 2012. Chapter 5 "When the nest doesn't empty"
11: August 8 th	<p>Extending Parenthood and Young Adulthood: Families Surviving under Late Capitalism</p> <ul style="list-style-type: none"> • Newman, 2012. Chapter 6 "Trouble in paradise" • Newman, 2012. Conclusion • Fox, 2014 [2009], p. 232-248, "When the baby comes home".
12: August 10 th	<p>Divorce, Lone Parents, & Blended Families</p> <ul style="list-style-type: none"> • Elizabeth Church, 2014 [2003], "Kinship and stepfamilies." In Fox text. • Kate Bezanson, 2014, "Putting together a life: families, coping, and economic change, 1997-2008." In Fox text. • No discussion post due while you work on your essays.