SOC354H: New Topics in Sociology: Family, Race, and Adoption

University of Toronto – St. George Campus Summer 2023 (May 8 – June 19) Tuesdays & Thursdays, 10:10 am – 1:00 pm **ONLINE ZOOM**

Instructor: Jennifer Peruniak (**Jenn – spelled with 2nn's**) (she/her) **E-mail:** Jennifer.peruniak@utoronto.ca
Office Hours: By appointment

COURSE DESCRIPTION

This course will examine core readings in the area of race and connect them to formations of the family, with a specific focus on adoptive families. This course will read authors in both race and family, from DuBois to Twine and connect these ideas to broader ideas of the role race plays in the formation of families. We will engage with foundational texts, ethnographies, memoirs, and documentaries. We will also apply these broader ideas to contemporary examples of adoptive families such as Angelina Jolie and Sandra Bullock. This course places broader conversations of adoption and race within state logics, international projects, and questions of the self. These ideas, theories and questions will be applied to contemporary debates both within and outside of academia.

LAND ACKNOWLEDGEMENT

I live as a settler colonist in the traditional land of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River, where the University of Toronto is located. This territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is still the home to many Indigenous people from across Turtle Island. I am grateful to have the opportunity to work on this land.

PREREQUISITES
The prerequisites to take this course is SOC201H1, SOC202H1, SOC204H1 plus two of the following (1.0 FCE): SOC251H1, SOC252H1, SOC254H1. **Students without these requirements will be removed from the course without notice.**

LEARNING GOALS

This course will help you:

- Think critically about the role of race in society and families
- Apply these lens, frameworks, and ideas to lived experiences and the everyday world
- Explore how gender, race, class, nationality, and sexuality impact our understanding of their impact on family
- Think critically about race in the context of family
- Critically analyze depictions in the media, academia, and everyday life

CLASS STRUCTURE

- **Online zoom meetings on Tuesdays & Thursdays, from 10:10 am to 1 pm**
  The first two hours of our meetings will be lecture and discussion-based. We will then have a 15-minute break. From 12:15 pm to 1 pm, we will have workshop portion, which will alternate between guest speakers, participation activities, and TA led skill building workshops, as well as time to work with peers and professor on assignments.
- **All materials for this course will be available through Quercus.**

EVALUATIONS & SUGGESTED TIME-MANAGEMENT DEADLINES

Detailed instructions posted on Quercus

Participation (5%)

Complete 2 in class activities for participation marks. Specific instructions will be given 1 week prior to activity during class.

May 18 (25%) Midterm: Comparative essay

Pick 2 modules and compare the theoretical approaches to adoption, race, and family. 12 pt Times new roman, 6-8 pages double spaced.

June 1 (25%) Media Analysis Project Submission

Pick from the list of films and shows and analyze the character's experiences and portrayal using course modules. 12 pt Times new roman, 6-8 pages double spaced.

June 15 (30%) Final Policy proposal

Critically analyze a policy related to course content and materials. Provide a summary of chosen policy. Critique or modify the policy and demonstrate your knowledge by connecting to course material. 12 pt Times new roman, 10-12 pages double spaced.

Creative media (ongoing) must be submitted by last week of course (7.5 X 2 =15%)

There will be two activities you will get points for so long as you participate and put a genuine effort into them. I would like to see creativity where possible, and a critical engagement with peers and course content.

1. We will be watching the documentary **one child nation** (on amazon prime), and you will be doing a mock twitter conversation, providing commentary and connections to course material. (7.5%) **(2 days after class)**
2. You will be creating a mock- tik tok short video (1-2 min) about one module of the semester. Include your biggest takeaways, soundbites of information the public can understand (get creative)! (7.5 %) **(due by end of semester)**

**Rain check policy – every student will be allotted 48-hour grace period to be used during the semester. You can split between two assignments or on one, just write in the comment submission using rain check policy, no questions asked, and you will not be deducted late marks.

DETAILED COURSE OUTLINE

INTRODUCTIONS (class 1) May 9

In this first lecture, I will introduce myself and go over the syllabus. We will do a Syllabus Q&A and talk about our expectations for the course. Please introduce yourself on our discussion board (list your favourite show or movie you've seen in the last 1-2 years).

Module 1 Formations: adoptive family structure May 11

Topics: Indigenous adoption in Canada (sixties scoop) ; International adoption in Canada – (defining the family biological vs adoptive)

Stevenson, A. 2015. The adoption of Frances T: blood, belonging, and aboriginal transracial adoption in twentieth-century Canada. *Canadian Journal of History*, *50*(3), 469

Chambers, Lori. A Legal History Of Adoption In Ontario , 1921−2015. (2018). In *A Legal History of Adoption in Ontario. 1921-2015* (chapter 10 – international adoption)

Module 2 State logics: Adoption and nation states May 16

Topics: Case studies: China's: One child policy ; Vietnam Airlift - Political relations and world events affecting adoption rates and agreements between countries

Feng, W., Gu, B., & Cai, Y. (2016). The End of China's One-Child Policy. *Studies in Family Planning*, *47*(1), 83–86.

Strong-Boag, V., & Bagga, R. 2009. Saving, kidnapping, or something of both? canada and the Vietnam/Cambodia babylift, spring 1975: [1]. *The American Review of Canadian Studies, 39*(3), 271-289

NPR PODCAST: operation baby airlift (Vietnam case study)
https://www.npr.org/transcripts/402208267

Workshop 1 hour

Module 3 Race and family: transracial adoptees May 18

Topics: transracial adoptee families; celebrity examples

Nelson, L. R., & Colaner, C. W. (2018). Becoming a Transracial Family: Communicatively Negotiating Divergent Identities in Families Formed Through Transracial Adoption. *Journal of Family Communication*, *18*(1), 51–67.

Kim, E. J. (2010). *Adopted territory transnational Korean adoptees and the politics of belonging.* Duke University Press. (chapter 2 adoptee kinship)

Colin Kaepernick: https://www.cbsnews.com/news/colin-kaepernick-new-book-change-the-game-activism-nfl/?ftag=CNM-00-10aab8a&linkId=204721332

Workshop 1 hour

Module 4 Adoptee identity: race, sexuality, gender May 23

Topics: Transracial adoptee identity, gender, sexuality

Laybourn, W. M. (2017). Korean transracial adoptee identity formation. *Sociology Compass*, *11*(1)

DuBois 1903 soul of black folk (of our spiritual strivings, of the dawn of freedom)

Patricia Hill Collins. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems.* Vol. 33, No. 6. pp. S14-S32

Ta Workshop 1 hour

Module 5 Invited talk: One child nation and adoptee panel May 25

Topic & activity: Watch one child nation before class & engage in critical mock twitter discussions

*** This is a special class, please watch the entire documentary **BEFORE** coming to class. Please have some of your thoughts/notes written down beforehand. We will hear a guest panel discuss the movie. You will engage in a critical commentary / mock twitter throughout the class. You will then do a small write up connecting to course material **(worth 7.5% of your creative media portion)*****

One child nation (2019) (on amazon prime)

Module 6 Social reproduction of families: gender roles, race, and power May 30

Topics: Intersectionality, gender roles, femineity and motherhood, race and whiteness

Twine, F. W., & Smyth, M. (2011). A White Side of Black Britain: Interracial Intimacy and Racial Literacy. In *A white side of black Britain: interracial intimacy and racial literacy* (pp. xvii–xvii). Duke University Press. (Ch 3 Disciplining Racial Dissidents: Transgressive Women, Transracial Mothers)

Wing, H. M., & Park-Taylor, J. (2022). From model minority to racial threat: Chinese transracial adoptees' experience navigating the COVID-19 pandemic. *Asian American Journal of Psychology,*

Guest speaker: Jessica Stallone (conversion, interfaith marriage, navigating cultural differences) (12-1pm)

Module 7 Kinship, belonging, transnational families (cross-cultural family) June 1

Topics: Cross-cultural, transnational family, migrants

Francisco, V. (2015). "The Internet Is Magic": Technology, Intimacy and Transnational Families. *Critical Sociology*, *41*(1), 173–190.

Iqbal, M., Omar, L., & Maghbouleh, N. (2021). The Fragile Obligation: Gratitude, Discontent, and Dissent with Syrian Refugees in Canada. *Mashriq & Mahjar*, *8*(2), 1–30.

Guest speaker: Laila Omar & Maleeha Iqbal (cross cultural and refugee family) (12-1pm)

Module 8 New formations of family (queer, poly, friendships) June 6

Topics: Queer families, friendships as chosen family

Sachs, A. D. (2023). Family Pictures: The Queer Relationalities of Multigenerational Queer Family. *Journal of Homosexuality*, *70*(1), 111–134.

Gruson-Wood, J. F., Reid, K., Rice, C., Haines, J., Chapman, G. E., & Gibson, M. F. (2022). The Game of Queer Family Life: Exploring 2SLGBTQI+ Parents' Experiences of Cisheteronormativity, Racism, and Colonialism Through Digital Storytelling in Ontario, Canada. *Journal of Homosexuality*, *ahead-of-print*(ahead-of-print), 1–29.

Guest speaker: Claire Laing (generational/gender expectations)

Workshop 1 hour

Module 9 Family and trauma: social psychology June 8

Topics: Legacy and history of trauma imprinted on the body, shaming, intergenerational trauma

Epigenetics and long term effects on racialized groups

Louis, D. M. (2021). Pro-slavery Psychiatry and Psychological Costs of Black Women's Enslavement in Harriet Jacobs's Incidents in the Life of a Slave Girl (1861). *Literature and Medicine*, *39*(2), 273–295.

Lor, M., Yu, Z., Chen, W., Xiong, Y., Yonker, J. A., Brown, R., & Krahn, D. D. (2022). Refugee-related trauma patterns and mental health symptoms across three generations of Hmong Americans. *Journal of Traumatic Stress*, *35*(4), 1087–1098.

Middelton-Moz, J., Mishna, F., Martell, R., Williams, C., & Zuberi, S. (2021). Indigenous trauma and resilience: pathways to "bridging the river" in social work education. *Social Work Education*, *ahead-of-print*(ahead-of-print), 1–18.

TA workshop 1 hour

Module 10 State intervention of families: foster care June 13

Topics: CAS, when families fail, safety, idea of family – state regulation

Strong-Boag, Veronica 2011. Fostering nation?: Canada confronts its history of childhood disadvantage. Wilfrid Laurier University Press (chapter 4 & chapter 6)

Devost, A. (2022). Racial Identity Development on the Margins: The Narratives of Black Women College Students with Experiences in the Foster Care System. *Child & Adolescent Social Work Journal*, *40*(2), 237–254.

TA workshop 1 hour

Module 11 Generations and their legacy: Intergenerational socializing June 15

Topics: Life course of the family, pregnancy, health, intensive mothering, paternity leave

Barker, B., Sedgemore, K., Tourangeau, M., Lagimodiere, L., Milloy, J., Dong, H., Hayashi, K., Shoveller, J., Kerr, T., & DeBeck, K. (2019). Intergenerational Trauma: The Relationship Between Residential Schools and the Child Welfare System Among Young People Who Use Drugs in Vancouver, Canada. *Journal of Adolescent Health*, *65*(2), 248–254.

Chou, F., Buchanan, M. J., Mcdonald, M., Westwood, M., & Huang, C. (2022). Narrative themes of Chinese Canadian intergenerational trauma: offspring perspectives of trauma transmission. *Counselling Psychology Quarterly*, *ahead-of-print*(ahead-of-print), 1–29.

Guest speaker: Lilian Yi

COMMUNICATION & COMMUNITY GUIDELINES

Questions: We will have a discussion board for questions about the course on Quercus. Please consider posting your questions there if you feel comfortable. The answer might be helpful to your classmates as well. If you have any announcements for your classmates please feel free to post on the discussion board which will remain open all semester.

E-mail policy: Feel free to contact me for any questions or personal requests regarding illness, accommodations, grades, or any concerns you might have. I will try to answer your e-mails within 24 hours (except weekends). Please write our course code, SOC354, in the e-mail subject. If you don't get a response in 48 hours (except weekends), feel free to write a follow- up e-mail to remind me.

Equity and respect: In this course, we will strive to build an environment in which all feel included, safe, and respected. This is our collective responsibility. As a course instructor, I will not condone behaviour that undermines the dignity, safety, and well-being of any student in this course. Sexist, racist, homophobic, transphobic, or xenophobic language will not be tolerated. In your course communications, please use gender-inclusive language and respect your peers' pronouns. If you believe that the instructor, the TAs, or any person in this course is engaging in language or practices that make you or your classmates feel unsafe or excluded, please reach out to the Teaching

Team. If you are still reading this, send your favourite meme to my e-mail to get a 1% bonus for reading the syllabus. Shush, don't tell anyone.

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 the Accessibility Services as soon as possible. Please let me know your accommodations needs ASAP so we can work with them during the semester. I will work with you to ensure you can achieve your learning goals in this course.

Recording and sharing lectures and meetings: The lectures and discussions for this course will be online on zoom. You may not share or live stream any materials or recordings from this course in the public domain or social media, in its entirety, or in small excerpts**.** Please note that this is a fundamental policy to maintain the safety and privacy of the teaching team and your classmates. Warning: I will find out if components of this course end up on social media, me and my friends are absolutely addicted and we will be able to see.

LATE POLICY
Rain check Policy again*: I will grant one 48h-extension per student, no questions asked. You can use this rain check once during the term for any assignment. When you upload your late assignment to Quercus, leave a comment saying: "I'm using the rain check policy". Other extension requests must be submitted to me via e-mail. In case of illness, you must supply a completed Declaration of Absence on ACORN.

Absence Declaration: The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. Please use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation in the University. The tool is to be used if you require consideration for missed academic work based on the procedures specific to your faculty or campus. In addition to this declaration, you are responsible for contacting me to request the academic consideration you are seeking. You will be notified by the University if this policy changes.

Late Assignments: Late-term papers without a valid excuse will be deducted 2% per day, including weekends and holidays. We will not be accepting work submitted over a week late.

REGRADE POLICY

The teaching team will do our best to grade fairly and consistently. If issues with your grade arise and you wish to appeal, please follow this procedure:

• **Regrade requests for term work-** they can be submitted to the person who marked for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances, where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in the mark was

made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same.

ACADEMIC INTEGRITY

Cannot use Generative AI

In indicating on a syllabus that students may not use generative artificial intelligence, the instructor should decide to what degree and on which assignments the students may not use these tools. This is similar to indicating to students when they may, or may not, collaborate with classmates and to what degree. Note that as AI tools become incorporated into commonly used systems (e.g., Google docs), it will become increasingly important to be clear about what functionalities are allowed or disallowed in your course. Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:
 • The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
• The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
• Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
• Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
• The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
• This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

- Be sure that you have familiarized yourself with the Code of Behaviour on Academic Matters before submitting assignments or sitting for exams. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences.
- You can find advice on "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources at http://advice.writing.utoronto.ca/using-sources.
- **Ouriginal**
- Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).
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- For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

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- Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.