

The University of Manitoba

**Sociology 2460 – Sociology of the Family**

January - April 2019

Section A01 • 3 credit hours

<b>Instructor</b>	Dr. Susan Prentice
<b>Coordinates</b>	329 Isbister Building • (204) 474-6726 Susan_Prentice@umanitoba.ca
<b>Office Hours</b>	Announced in-class & posted on the UM Learn website – varies weekly.
<b>Class Time</b>	Tuesday & Thursday, 1:00 - 2:15
<b>Classroom</b>	Helen Glass Centre, Room 326

**Course Objectives**

Many sociologists begin from the assumption that ‘the family is a haven in a heartless world.’ My approach examines and then diverges from this consensus-based paradigm. The course as I teach it highlights both choices and constraints, including the ways that families (currently and historically) produce and reproduce, and shape and are shaped by, various forms of inequality.

The overall objective of the course is to help students develop an analytic and critical approach to the study of families. The course is designed to explore a range of perspectives and evidence on family and household organization, familial and domestic practices, and family-related social policies. We will critically review both large-scale (macro) and small-scale (micro) relations, analyzing how racialization, Indigeneity, class, gender and sexuality, and policy relate to family organization. Throughout this course we will consider how and why images of “The Family” persist, despite considerable evidence of long-standing past and current diversity.

Please ensure that you have done the day’s reading before coming to class and bring them with you to class: lectures, class discussions and participation exercises will presume your access to, and familiarity with, the readings.

Students are encouraged to question received wisdom and common-sense ideas about families, as well as the instructor, readings, the films, and each other. Students should be aware that there is considerable content to be covered in this course. Earning an outstanding grade in this course will require that you learn extensive empirical as well as conceptual material.

Students are warmly invited to introduce themselves to me and to drop by during office hours or by special appointment.

**Required Textbook**

Patrizia Albanese (Ed.) *Canadian Families Today: New Perspectives* (Fourth Edition). Toronto: Oxford University Press. Please bring the text to class.

**Required Readings**

You will need to bring supplementary readings to bring to class. Consult the schedule. Please bring readings to class.

## **Course Grading Scheme**

Your grade in this course will be based your ability to understand, recall, and apply theory, concepts, facts and methods as demonstrated through tests, class participation, and a written assignment. Your final grade will be calculated as follows:

Tests: 75%  
Writing Assignment: 20%  
(of which the bibliography will earn 5%)  
Class Participation 5%

### **Tests**

There are three equally weighted in-class tests, worth a total of 75% of your final grade. There is no final exam. Tests can consist of multiple-choice, fill-in-the-blank, short- answer questions, and/or short essays. Tests cover theoretical, conceptual, and empirical material addressed in lectures, readings, videos, and class exercises. You will be tested on materials contained in the textbook, any assigned readings, lectures and discussions, video and digital materials, and classroom work. Where tests include written work, students are assessed on the quality of the writing as well as the content. Tests will require you to accurately recall facts, as well as independently apply concepts. You are welcome to review your test results during office hours. More details about the tests, including dates, will be provided in-class.

### **Writing Assignment**

This assignment, worth 20% of your final grade, is designed to use research and evidence to identify a contemporary aspect of Canadian family life that could be improved or changed, and to make a recommendation directed to an appropriate authority or agent. For example, possible topics might be: concern about corporal punishment of children directed to a lawmaker; exclusion of some family members from Employment Insurance funded compassionate leave directed to the federal Minister of Employment, Workforce and Labour; lack of childcare services for student parents directed to a university president; or a proposal to redistribute housework directed to a spouse. Students will write a 700 - 900 word letter laying out the issue, providing research evidence and analysis, and proposing recommendations. To prepare for the letter, students will first prepare an annotated bibliography in APA style containing *at least three* contemporary research sources (current sociology journal articles or chapters from current sociology monographs or anthologies), and will present the annotated bibliography in small groups. Further details about the writing assignment will be provided in class.

### **Course participation**

Course participation is worth 5 percent of your final grade. Participation grades will be assigned based on your performance on an open-ended number of unannounced in-class exercises and quizzes. Some participation work will be completed in pairs or small groups. You will often be asked to work with your neighbour(s). Submitted participation work will not be returned to students, but can consulted during office hours.

The lowest grade you earn on one piece of participation work will be dropped. Students who have are up to date on readings and who attend class regularly are very likely to get full marks for the work. A student who is absent, for any reason, cannot make up that day's participation work. Further details about the participation grade will be provided in-class.

## Grade Management

Grades will be posted on the course's UMLearn website. Students must consult the course website to learn their marks for tests, exercises, and course participation. Students should be aware that failing to complete an element of term work will result in a grade of zero for that element. You are responsible for tracking your own grade progress.

Generally speaking, the following letter/percentage/GPA/descriptive scale will be used, however these are guidelines only.

## Grade Values

Letter Grade	Percentage	GPA	Description
A+	90 - 100%	4.5	Exceptional
A	80 - 89%	4.0	Excellent
B+	75 - 79%	3.5	Very Good
B	70 - 74%	3.0	Good
C+	65 - 69%	2.5	Satisfactory
C	60 - 64%	2.0	Adequate
D	50 - 59%	1.0	Marginal
F	49% or less	0	Failure

## Class Expectations

Participation in the course includes punctual and consistent attendance at every class, as well as also thoughtful, engaged, and respectful participation during course time. Simple presence is not sufficient: students will have to clearly demonstrate they have come to class prepared for in-depth discussion of the day's topic and readings. In order to engage effectively, you *must* complete the assigned readings before class. Your own success, as well as that your peers, depends on everyone's active, sustained and engaged participation.

## Course Absence

You are expected to meet class requirements, which include class attendance and participation in discussions and exercises, unless you have acceptable reasons. To request accommodation for late assignments or missed classes, you need to submit a written request and provide appropriate documentation or justification.

The University of Manitoba acknowledges the right of all students to observe recognized holy days of their faith. Please send me an email about your intended absence(s) at least one week in advance.

## Missed Tests and Late Assignments

A student who misses a test for a justified (e.g. illness, accident, or on compassionate grounds) reason will have access to a makeup test. Makeup tests may differ from the initial test. Only one makeup test will be offered: students will need to make any necessary accommodation to attend the makeup test. All students are expected to submit academic work on time. Late submissions can be accepted for circumstances beyond the student's control (e.g. illness, accident, or on compassionate grounds) without penalty, providing a revised submission date is arranged with the instructor. Students may not miss the scheduled in-class date for discussion of their annotated bibliography. Submissions that are late for other reasons will be penalized by 5% per day.

### **Accommodation and Access**

Students with special learning needs should introduce themselves during the first two weeks of the course, in-person or by sending an email. I will be pleased to ensure appropriate accommodation to assist your learning. Student Accessibility Services (204-474-7423) is a resource to help students with learning or other special needs. If you are uncertain if you can or should take advantage this opportunity, please feel free to consult me.

If you find that non-academic pressures (employment, physical or mental health, etc.) are interfering with your ability to succeed in this course, please come to see me as soon as you can. I can help you identify university resources which may lift some of the pressure, and enable you to focus on your academic progress.

### **Unclaimed Term Work Disposal**

Faculty of Arts policy is that “any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and will be destroyed according to FIPPA guidelines and using confidential measures for disposal.”

### **Academic Integrity**

The University of Manitoba highly values academic integrity. You must acquaint yourself with the University’s policy on plagiarism, cheating, exam impersonation and other offences. You can find out more at about academic integrity

at [http://www.umanitoba.ca/student/resource/student\\_advocacy/student-discipline.html - academic-integrity](http://www.umanitoba.ca/student/resource/student_advocacy/student-discipline.html-academic-integrity). Students should know that ignorance of the regulations and policies regarding academic integrity is never a valid excuse for violating the policy.

### **Voluntary Withdrawal**

Last day for voluntary withdrawal without academic penalty is March 20, 2019. You will have received graded work by this date.

### **Office Hours**

Office hours are a time I set aside to visit with students. You can use the office visit to discuss the course and your academic progress, to ask questions or to discuss sociological issues, to talk about your career intentions, and to raise any concerns you may have. I enjoy visiting with students – you do not need to have a ‘reason’ to stop by. My office hours vary to accommodate my research and administrative commitments: office hours will be posted to the website, to my office door, and will be announced in-class. I will be happy to make special office hours to accommodate students who cannot attend during scheduled times; to arrange a special appointment, please send an email.

### **Term Schedule**

A schedule of topics, readings, and guest lectures will be handed out in class. The schedule is subject to change. Changes announced in-class take precedence over any previously-announced dates or deadlines.

## Sociology 2460 – Sociology of the Family

January - April 2019

Section A01 • 3 credit hours

### Course Schedule

*Subject to change*

#### **JANUARY: Family & household demographics and diversity: past and present; family formation, childbearing and childrearing, housework**

1. January 8:

Introduction to the course and the class

2. January 10: Handouts

How to define families: 'Common-sense,' Statistics Canada, Vanier Institute

3. January 15:

- Albanese, Chapters 1 & 2

4. January 17:

- Albanese, Chapters 1, 2, 12

5. January 22:

- Albanese, Chapter 3
- Albanese, Chapter 12
- Vanier Institute of the Family: "A Snapshot of Family Diversity in Canada 2018"
- Vanier Institute of the Family: "Indigenous Families in Canada Fact Sheet 2018"
- Vanier Institute of the Family, "Snapshot of Grandparents in Canada 2016"

6. January 24:

- Albanese, Chapter 4
- Houle, P., Turcotte, M., & Wendt, M. (2017). *Changes in Parents' Domestic Tasks and Care for Children from 1986 to 2015: Spotlight on Canadians, Results from the General Social Survey* (Catalogue no. 89-652-X2017001). Ottawa: Statistics Canada;
- Kingston, A. 2017 (June 1). "Stop the Presses! Canadian Women do More Housework." *Macleans*.

7. January 29:

- Albanese, Chapter 5
- Miller, C. C. (2018, July 5). Americans are Having Fewer Babies: They Told Us Why. *New York Times*.
- Miller, C. C. (2018, May 16). How Same-Sex Couples Divide Chores, and What It Reveals About Modern Parenting. *New York Times*

8. January 31: **Test #1**

**FEBRUARY: *Family life course; union dissolution; family poverty; Winnipeg inner city, Indigenous and immigrant families; gender, work and families***

9. February 5:

- Albanese, Chapter 7

10. February 7: Guest Lecture: **Marta Kalita, Welcome Place: Manitoba Interfaith Immigration Council**

- Albanese, Chapter 11

11. February 12: **Guest Lecture Dianne Roussin, Winnipeg Boldness Project**

- Albanese Chapter 10
- TBA: Reading from Winnipeg Boldness Project website

12. February 14:

Albanese, Chapter 6

*February 19 and 21: Reading Week*

13. February 26:

- Vanier Institute of the Family, “Snapshot of Women, Work, and Family in Canada, 2017”
- Vanier Institute of the Family, “Snapshot of Men, Work, and Family Relationships in Canada”

14. Feb 28:

- Bezanson, K. (2017). Mad Men Social Policy: Families, Social Reproduction and Child Care in a Conservative Canada. In R. Langford, S. Prentice, & P. Albanese (Eds.), *Caring for Children: Social Movements and Public Policy in Canada* (pp. 19- 36). Vancouver: University of British Columbia Press

**MARCH – *Family violence, work and family, caregiving and family policy***

15. March 5: **Test #2**

16. March 7:

- Albanese, Chapter 14

17. March 12:

- Statistics Canada, 2014. “Family Violence in Canada: A Statistical Profile”

18. March 14:

- **In-class review of writing assignment & small group presentations of research. Materials to be posted to UMLearn by March 13.**

19. March 19:

- Albanese, Chapter 15

20. March 21:

- Albanese, Chapter 9

21. March 26:

- Prentice, S., & White, L. (2018). Childcare Deserts and Distributional Disadvantages: The Legacies of Split Childcare Policies and Programs in Canada. *Journal of International and Comparative Social Policy*
- McCluskey, M. 2018. "The Global Legacy of Quebec's Subsidized Child Daycare."

22. March 28:

- Albanese, Chapter 9
- Vanier Institute of the Family, "A Snapshot of Family Caregiving and Work in Canada 2017"
- **Writing Assignment Due**

## **APRIL**

23. April 2:

- Albanese, Chapter 16

24. April 4: **Test #3**

25. April 9: Class wrap-up