

The University of Manitoba
Faculty of Arts
Department of Sociology
2007-2008 (Fall)

SOC 2460
THE FAMILY
(3 Credit Hours)
Section A01 (Slot 5) 214 Tier

FALL 2007

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REQUIRED TEXTS

Mary Kay DeGenova, *Intimate Relationships, Marriages and Families*. Toronto: McGraw-Hill, 2007

David Cheal, *Canadian Families Today – New Perspectives*. Toronto: Oxford University Press, 2007.

COURSE DESCRIPTION

The Calendar description of the course: A sociological analysis of various family arrangements and practices in contemporary societies and their historical roots. An examination of the relationships between family and other institutions in the context of widespread social changes.

Within this framework, the course is designed to examine (a) the family as a social organization in historical and cross-cultural perspectives and (b) Canadian families from historical, social and demographic perspectives. The main purpose of the course is to enable students to appreciate the pluralistic nature of families in Canada.

METHOD OF EVALUATION

The procedures which will be used to evaluate the student's performance are four tests with the following weights: first test=20%, second test=30%, third test=30%

and the last test=20%. Each test will be held in class. *The tests are not cumulative.* There will be a choice of all multiple-choice, all essay and a combination of multiple-choice and essay questions tests. The tests will be based on both readings and lectures. The *tentative* dates are specified in the course outline.

IMPORTANT POINTS

1. Voluntary withdrawal deadline: November 14, 2007. Students will have the grades on their first test by this deadline. *Other than this, in accordance with a Departmental guideline, this course will not provide further written evaluative feed back prior to the voluntary withdrawal deadline.*

2. Since this course has multiple sections, the following rule is in force as per the University of Manitoba Senate Policy # 1307. 2. This policy requires a “a post-examination review of *final* grades in multi-sectioned courses that will ensure an equitable correspondence between grades and level of performances in all sections.” Accordingly, the final grade distribution in this course may be raised or lowered to achieve this equity and, therefore, your final grade may be changed.

3. On the issue of Academic Integrity: Students should acquaint themselves with the University Policy on ‘Personation at Examinations (section 4.2.8 on page 27 of the Undergraduate Calender) and “Plagiarism and Cheating” (section 7.1 on page 28 of the Undergraduate Calender) In addition to the University of Manitoba policies, the Faculty of Arts stipulates Penalties for Plagiarism as follows:

The common penalty in Arts for plagiarism in a written assignment, test, or examination is F on the paper and F for the course. For the most serious acts of plagiarism such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit the student work that is suspected of being plagiarised to Internet sited designated to detect plagiarism.

4. Disruptions due to talking or early departures from the class room or late arrivals are inappropriate because they are especially distracting in a class of this size. Please be considerate and respectful of the needs and rights of others in the class. Students in this course should be aware that persistent disruption may result in disbarment from this course. Any student who has a legitimate reason for leaving the class early or arrive late should inform the Instructor ahead of time either through email or by personal communication ahead of time. On this matter, please see the Section on

Inappropriate and Disruptive Student Behaviour) in the *University of Manitoba Undergraduate Calendar* (page 23).

5. Although lectures are designed to touch upon the issues raised in the text, they do not repeat point by point what is in the text. The lectures offer additional and more recent information on each of the topics listed in the course outline.

If you have difficulty in understanding the textual material, please see me so that I can provide you some assistance in this respect.

6. I am usually available in my office (except when I am in class) during the week. However, if you need to discuss course materials, please make an appointment.

7. Make-Up Tests. No make-up test unless for medical reasons supported by a doctor's certificate.

8. The grades will *not* be marked on a curve. Instead, the following distribution will apply to all four tests :% 0-39 F; 40-49 D; 50-59 C; 60-69 C+;70-74 B; 75-79 B+; 80-89 A; 90-100 A+.

9. *Your cell phone must be turned off while you are in class.* However, for reasons of childcare or other family emergencies if you have to keep it on, you must have on vibrator, not ring, mode. This code will be strictly enforced.

10. Students with special learning needs (who for legitimate reasons require extra time to write a test, who require aids or other supports) should identify themselves to the Instructor at the beginning of the term in order to arrange suitable arrangements. Those who seek assistance through Disability services will be suitably accommodated.

Course Outline

1. Approaches to the Sociological Study of Family Life

- 1.1 The social and personal importance of family throughout human history and in nearly all cultures.
- 1.2 Family formations in colonial, modern and post-modern periods. The ongoing debates on family values
- 1.3 Canadian Families in historical and cultural contexts (Cheal, Chapter Two).
- 1.4 Changing definitions

**Readings: Cheal, Chapters 1 (pp.1-12) and 2.
DeGenova, Chapter 1 (pp.4-24).**

2. The Evolution of Pluralistic Family Patterns in Canada .

- 2.1 The impracticality of the emergence of a single pattern (*the Canadian* Family given the history of immigration in Canada and the presence of numerous aboriginal communities with unique cultural and linguistic practices.**
- 2.2. Some clues about the family life among the First Nations peoples.**
- 2.3 The impact of colonization on the family life of First Nations peoples: the case of Inuit.**
- 2.4 Family among the founding groups– British and French family lives.**
- 2.5 Family among the late-comers--Ethnic variation: Pluralism in family life**
- 2.6 Can Pluralism and Convergence among Canadian families a possibility?**
- 2.7 Are new Immigrants changing profiles of Families in Canada? Contemporary profiles of ethnic families in Canada (no lectures, please read closely Chapter 11 in Cheal)**

**Readings: Cheal, Chapter 11.
DeGenova, (pp.24-26).**

First Test - Oct 4th.
[20 Percent of the total course grade]

3. Changing Demographic Profiles of Families in Canada.

- 3.1. The demographic diversity of Families in Canada in terms of their membership composition: single, heterosexual, homosexual, bisexual, et al.**
- 3.2 Fertility Behaviour as an indicator of changing Family values which, in turn, alters patterns of family formations, and family**

types.

- 3.6 'The Economic Challenge of Age,' the implications of 2006 Census findings on the increasing number of Canadians over the age of 65 and decreasing number of Canadians under the age of 65.

No Readings for this section: Lectures Only.

4. Family, Raising Children, and the Gender Issues surrounding the Institution of the family and the implications it has for structuring gender equality/inequality.
- 4.1 Socialization – Contemporary issues in raising children
 - 4.2 Socialization practices and shaping of the Gender identity
 - 4.3 Socio-Cultural Approaches to Gender Identity and behaviour
 - 4.4 Parent-Child Relations (only peripheral references to this aspect. Please focus on Chapter 13 for more information on this topic)

Readings: Cheal, Chapter 4.

DeGenova, Chapter 3, Chapter 13.

5. Contemporary Issues in Family Formation and Parenthood
- 5.1 Parenthood in Transition in 21st Century
 - 5.2 Parenthood across social class and ethnicity
 - 5.3 Voluntary Childless Marriages – Do they indicate Decline of Parenthood?
 - 5.4 Single-Parent Families
 - 5.5 Singlehood – Is it a Rejection of Parenthood? (Chapter 4 in DeGenova)
 - 5.6 Issues of Abortion and Adoption

Readings: DeGenova, Chapters 4 and 11.

Second Test – November 1st.
[30 percent of the course grade]

6. Families and Work in the 21st Century: Changing Economy and Reconstruction of Family Roles.

- 6.1. Historical changes in Productive and Reproductive work
- 6.2. Paid and Unpaid Work: some profiles
- 6.3. Dual-Earner Families in North America
- 6.4. Division of domestic labour
- 6.5. Family Poverty in Canada: feminization of poverty.

Readings: Cheal, Chapters 8, 9.
DeGenova, Chapter 9.

7. Conflict, Family Crises, Abuse and Violence in Families

- 8.1. Conflict, and Crises in Families
- 8.2. Abuse And Violence in the Family: definitions and theoretical perspectives
- 8.3. Forms Abuse And Violence in families:
 - 8.3.1. Abuse of and Violence against Spouses
 - 8.3.3. Abuse of and Violence against Children
 - 8.3.4. Elder Abuse

Readings: Cheal, Chapter 13.
DeGenova, Chapter 15.

<p><i>Third Test – November 22nd</i> [30 Percent of the total course grade]</p>

8. Theoretical Perspectives on Changing Family Relations

- 9.1. Standard Sociological Theories
- 9.2. Feminist Approaches

Readings: Cheal, Chapter 1 (12-23)
DeGenova, Chapter 1 (pp.26-33)

9. Family: future directions

Reading : Cheal, Chapter 13

Last Test – December 4th
[20 Percent of the total course grade]