SOC 271 (A1): INTRODUCTION TO THE FAMILY

FALL TERM, 2018

Instructor: Terra Manca
Email: tmanca@ualberta.ca
Office: TBA

Office Hours: by appointment

You are welcome to schedule appointments as well to discuss the course or to introduce yourself. Please email me well in advance to schedule an appointment, especially the week prior to an exam.

Emails: I prioritize answering student emails promptly, but I may take a few business days to respond. I receive many emails in a day. Please include the course name and section in emails so that I know your email is a priority.

COURSE DESCRIPTION

Sociology 271 offers sociological perspectives about various family issues. This course emphasizes how family is performed and reproduced in relation to dominant norms, cultural values, and social contexts. We will analyze some of the ways that sociological inquiry can explain family relationships and the various forms that family can take. Particularly, we will discuss issues pertaining to mate selection; family dissolution, reconstitution, and change; as well as dynamics involving couples, kin, age, ethnicity, class, and gender. Our textbook aims to disrupt understandings of the nuclear by analyzing how people “do family” in innovative ways in relation to each of the above issues. An overview of how we will address each of these topics is included in the course schedule below.

COURSE OBJECTIVES

By the end of this course, students should be able to:
1. Describe sociological approaches to understanding “the family.”
2. Explain the implications of various conceptualizations of “the family.”
3. Integrate sociological perspectives into their understanding of kinship.
4. Critically reflect on widespread understandings of diverse familial relationships, structures, and problems.

We will work towards each of these objectives using sociological theories and methods to analyze family trends in the contemporary Canadian context.

STATEMENT OF ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORY

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.”
**COURSE MATERIALS:**


There is only one version of this textbook. You can access an online glossary, flashcards, or purchase an eBook on Nelson’s website ([https://tinyurl.com/y7ks6ohd](https://tinyurl.com/y7ks6ohd)).

* Rutherford Library has ordered the textbook for the reserve desk.

**ADDITIONAL REQUIRED MATERIALS:** Required articles and materials will be posted on eClass. They are free to access or available through the University of Alberta library.

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**GRADE DISTRIBUTION**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>eClass Questions</td>
<td>15%</td>
<td>Oct 11; Nov 27</td>
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<tr>
<td>Exams</td>
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<tr>
<td>Midterm 1</td>
<td>25%</td>
<td>Oct 2</td>
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<td>Midterm 2</td>
<td>30%</td>
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<td>Final Exam</td>
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<td>TBA (tentative date is available on Bear Tracks)</td>
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Total 100%

* An overview of each component is listed on pages 3. We will discuss details in class and I will post grading rubrics for the assignments on eClass.

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**Grade Boundaries**

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<th>DESCRIPTION</th>
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*Minimal Pass*
**ECLASS QUESTIONS (15%): 2 questions**

Twice this semester you will respond to an open-ended question through eClass that will be graded. Unlike the discussion boards, these assignments will be graded based on high expectations. I will post questions on eClass a minimum of one week prior to each deadline. You must respond to one question before each due date (October 11 and November 27). **Together, these questions will count towards 15% of your final grade (respectively, 7% and 8%).** The purpose of these questions is to promote reflective learning, critical thinking, and engagement with course material. As such, there are multiple “correct” ways to answer questions.

**General guidelines:** Pick one main argument (or thesis statement) that you can explain in 200 to 250 words. Grammar and spelling will affect your grade if responses are difficult to interpret. Both questions will require that students demonstrate these criteria:

1. An ability to explain how course material relates to your main point. 
   a. Use at least 1 of the assigned readings from this syllabus
   b. Use at least 1 reference to material covered during lecture
2. The capacity to integrate information covered during lectures with other materials (such as personal experiences, media, or eClass discussions); and
3. Reflection or critical thinking.

Due to the size of this class, I am unable to provide written feedback to everyone, but you may inquire if anything remains unclear following the feedback I provide to the class.

*In general, I will not accept late assignments with the exception of extreme circumstances. If you believe your circumstances would qualify, then contact me when you are able.*

**EXAMINATIONS (85%): 3 exams**

There are three exams that are worth 25-30%. Exams will include content covered in lectures, guest lectures, videos, and assigned readings throughout the course. Each exam will consist of **multiple-choice** and **short response questions**. Short response questions may include fill in the blank or a short paragraph.

Exams will be non-cumulative, but you need to maintain your knowledge of concepts that we will use throughout the course. For example, your textbook has “intersections” boxes in each chapter, so you need to know what “intersectionality” means to understand the content in those boxes.

**Pop Quizzes (ungraded):** To help you prepare for exams, pop quizzes will be held during class. Dates will not be announced in advance. Quiz questions will reflect the types of questions in your exams, but the format may vary between quizzes (e.g., multiple choice, fill-in the blank, or group quizzes).

**WHAT TO EXPECT**

Sociology of the family is a broad topic and this course surveys a huge amount of material. It is important that you complete the assigned readings prior to each lecture, because lectures include content and approaches to each topic beyond what each reading contains. You are tasked with integrating materials from the lecture, guest lectures, and readings into your own perspective of each topic.

PowerPoint slides include a small portion of the content that we cover in class, so note taking is highly recommended. My lecture slides will be available on eClass within the week following each lecture, if not the night prior to the lecture. Guest lecturers may not share or use slides. I will not post slides if attendance falls below 75% for two consecutive classes.

*SOC 271, Fall 2018*
*Terra Manca (tmanca@ualberta.ca)*
MY RESPONSIBILITIES TO YOU: As university students, you are responsible for your own learning. If you have questions that you cannot answer from reviewing the course materials, then let me know.

You are welcome to discuss your assignments with me. I encourage you to have someone read your assignment for clarity prior to the deadline because I cannot edit or read assignments prior to grading. Lastly, I will only take grade disputes seriously if you can provide evidence as to why your grade should be higher. If you want me to re-grade your assignment, then the result could be lower or higher than the original grade.

I am rarely on campus on the dates that I do not teach, but I can schedule appointments. Please email me well in advance to schedule appointments or to inquire about graded material because I may take a couple business days to respond.

COURSE POLICIES AND ATMOSPHERE

RESPECT AND PROFESSIONAL BEHAVIOUR: Students are encouraged to debate controversial topics, but must demonstrate respect at all times. Any disrespectful behaviour on eClass or in class could impact your grade or you may face penalties from the Student Code of Conduct.

TECHNOLOGY & CLASS ENGAGEMENT: Students are expected to refrain from using the internet, email, social media, or text messaging during class. Regardless of whether you believe these activities impact your learning, they disrupt other students in the classroom.

PROBLEMS WITH THE COURSE: If you face challenges with this course, it is easier to find a solution if you notify me sooner than later. You do not have to tell me the details of any personal issues that come up. Likewise, if you have a compelling reason to miss a graded activity or an exam, then contact me as soon as possible.

LATE ASSIGNMENTS AND MISSED EXAMS

When possible, contact me in advance if you are unable to complete your assignment in time or make it to an exam. If you are unable to speak with me prior an absence, then you must contact me as soon as possible and within two days of the missed exam or assignment (assuming circumstances permit). Excused absences are not automatic and are my discretion.

To apply for an excused absence, students must provide documentation pertaining to the absence. Below is a list of acceptable documentation to support an absence:

- For incapacitating illness and circumstances where other documentation is impossible:
  - a medical note is NOT required, but may will be accepted if the student chooses to provide this in lieu of other documents
  - Medical declaration form (from the Faculty of Arts)
  - Statutory declaration form (from your Faculty office or the Office of the Registrar).

- For all other cases, such as domestic afflictions or religious convictions, the student should submit documentation appropriate to the situation. This could include the following:
  - For a religious conflict – a letter from the church or pastor
  - For a car accident – a copy of the accident report
  - For other serious afflictions – consult the Instructor or Department about appropriate documents

MISSED/LATE ASSIGNMENTS: Assignments submitted late will not be graded unless the student meets the criteria for an excused absence (listed above).

POLICY FOR MISSED MIDTERMS: I do not transfer assignment or exam weight. Should you miss a midterm, it is your responsibility to schedule a make-up exam if you had an acceptable absence.
ABSENCE FROM THE FINAL EXAM: A student who has missed a final exam because of incapacitating mental and/or physical illness, severe domestic affliction or for circumstances as described in the University's Discrimination, Harassment and Duty to Accommodate Policy (including religious belief) may apply for a deferred exam. Where the cause is incapacitating mental and/or physical illness and most other cases including severe domestic affliction, a student must present supporting documentation pertaining to the absence to their Faculty office within two working days following the scheduled date of the exam missed, or as soon as the student is able, having regard to the circumstances underlying the absence.


Should your Faculty approve you to write a deferred exam, it will be held:

**Saturday, January 12th, 2019 at 9:00AM**
Location: BUS 1-10

UNACCEPTABLE ABSENCES:
Instructors and Faculties use discretion to determine whether absence from an exam is acceptable. The University Calendar in the Attendance section lists examples of unacceptable reasons, such as “personal events such as vacations, weddings, or travel arrangements.” In addition, this section also states “When a student is absent from a term or final exam without acceptable excuse, a final grade will be computed using a raw score of zero for the exam missed.”

RESOURCES AVAILABLE ON CAMPUS

LEARNING SUPPORT: There are many services available for you on campus. The Academic Success Centre offers various workshops about effective study and exam strategies (https://www.ualberta.ca/current-students/academic-success-centre). Likewise, The Centre 4 Writing offers a variety of resources and guidance (http://www.c4w.ualberta.ca/).

SPECIALIZED SUPPORT: Students registered with Accessibility Services (AS) should provide me with a “Letter of Introduction” as soon as possible. If you need accommodations, then arrange to discuss them with me. If you have yet to register with Student Accessibility Services, then contact them immediately (1-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; Website: www.ssds.ualberta.ca).

OTHER SERVICES: Various services on campus to help with any big or small challenges you experience throughout your degree. For instance, the Student Counselling Service (http://www.uhc.ualberta.ca/StudentCounsellingServices.aspx) and the Peer Support Centre (https://www.su.ualberta.ca/services/psc/) can help with many challenges. HIAR (https://www.ualberta.ca/disclosure/individual-at-risk) can help in circumstances where you are concerned on behalf of a friend. Finally, the Sexual Assault Centre provides support as well (780-492-9771, https://uofa.ualberta.ca/current-students/sexual-assault-centre).

IMPORTANT DATES

- Course Drop/Add Deadline: September 17th
- Course Withdrawal Deadline (50% refund): October 4th
- Course Withdrawal Deadline (no refund): November 30th
- Final Exam: Will be posted on Bear Tracks
REQUIRED NOTICES

Required Note: “Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.”

RECORDING OF LECTURES: “Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

ACADEMIC HONESTY: PLAGIARISM AND CHEATING: “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

ACADEMIC INTEGRITY AND CODE OF STUDENT BEHAVIOUR: https://www.ualberta.ca/current-students/academic-resources/academic-integrity

LEARNING AND WORKING ENVIRONMENT: The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Office of the Student Ombuds. Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL.

COURSE SCHEDULE

We will follow the below schedule as closely as possible. The dates of guest speakers/lecturers are subject to change. Required readings include the textbook chapters and articles that are listed on eClass.

PART 1: THEORETICAL PERSPECTIVES

**September 4:** Introductions and defining the family
READING: Chapter 1

**September 6:** “The family;” kin networks
READING: Chapter 1; Fox article

**September 11:** Family theory and research
READING: Chapter 2

**September 13:** Family theory and family Life
REQUIRED: Smith article

**PART 2: FAMILY FORMATION AND INTIMACY**

**September 18:** Sex, religion, and the family
READING: Willey article; Ch. 3
*Guest Lecturer: Robin Willey*

**September 20:** Pre-wedding rituals and gender
READING: Grazian article; Ch. 3
*Guest Lecturer: Robin Willey*

**September 25:** Diverse family structures; review
READING: Chapter 4

**PART 3: LIFE COURSE, CARE WORK, AND SUPPORTIVE KIN NETWORKS**

**September 27:** Caring for young children
READING: Chapter 12

**October 2:** MIDTERM 1 (25% of final grade)
Midterm 1 includes all course material covered between September 4-27th

**October 4:** Intensive parenting (mothering) and health
READING: Reich article

**October 9:** Aging and caregiving
READING: Chapter 13

**October 11:** Families experiencing dis/abilities
READING: Chapter 14
*eClass question 1 due October 11*th (7% of final grade)

**October 16:** TBA
READING: TBA

**PART 4: INCOME, CLASS, AND THE POLITICAL ECONOMY**

**October 18:** Financial security and insecurity
READING: Chapter 5

**October 23:** Doing family with limited resources
READING: Chapter 6

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**PART 5: DIVERSITY, INDIGENEITY, AND IMMIGRATION**

**October 25:** Indigenous families  
READING: Chapter 7

**October 30:** Immigrant families  
READING: Chapter 8

**November 1:** MIDTERM 2 (30% of final grade)  
Midterm 2 includes materials covered from October 2-25

**November 6:** TBA  
READING: TBA

**PART 6: POWER AND RIGHTS**

**November 8:** Live-in Caregiver Program  
READING: Bourgeault, Parpia, and Atanackovic  

**READING WEEK (November 13 & 15): No classes!**

**November 20:** Colonial legacies  
READING: Bohaker and Iacovetta article  

**November 22:** Decolonization, racialization, and family  
READING: Chapter 11; TBA

**November 27:** Paid and unpaid labour  
READING: Chapter 9  
*eClass question 2 due November 27**th (8% of final grade)

**November 29:** Family violence  
READING: Chapter 10

**PART 7: WRAPPING UP**

**December 4:** TBA  
READING: TBA  
*Guest Lecture:* Laura Alysworth

**December 6:** Course review  
READING: Reread your notes, catch up, and review for your final exam  
*Guest Lecture:* Laura Alysworth

**FINAL EXAM (30% of final grade):** Date, time, and place to be announced after it is posted on Bear Tracks (between Dec. 9-21). The final includes material covered from Nov. 6**th**-Dec. 6**th**