

**Marriage and Family
Sociology 459
Winter 2018
Wednesday, 2.00-4.50**

Tory 1-104
Dr Amy Kaler
akaler@ualberta.ca
Office hours by appointment
Prerequisite: Soc 271 or consent of instructor

Introduction

In this class, we will examine the experiences of families in their cultural, economic and historical contexts. Our emphasis will be not so much on counting or describing families as on understanding the lived experiences of the men, women and children who live in families. Families are the settings in which individuals share resources, give and receive care and support, build common identities and, unfortunately, experience violence and disempowerment. We will look at how families are connected to the broader dynamics of the societies around them, and gain an appreciation of the diverse ways in which people “do family”. Our class discussion will be based on reading extended excerpts from some of the best academic books on marriage and family of the last two decades, focusing mainly on ethnographies – books which describe a particular social setting from the inside, with attention to meanings, values and lived experiences. In other words, this is like a “selected topics” course on family sociology.

By the end of the course, you will have achieved an appreciation for the diversity of families and for the ever-changing relationships between family life and other elements of society, including state policies, economic boom and recession, nation-building, individual goals and aspirations, and social inequalities involving gender, race, sexuality, and class.

Each week will be dedicated to a different theme in the sociological study of families. These themes offer only a small taste of the richness of sociological writing on families. The main reading material for the course is drawn from across the world, and consists of extended excerpts from books. *You do not need to buy these books. They are either linked in Rutherford Library’s electronic reading room (see the end of this syllabus) or available in hard copy in the Rutherford reserve.*

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This class requires a lot of reading, writing, and talking. It is not meant to be an instructor-led lecture course. You should be prepared to put in many hours outside of class time to keep up with the readings and prepare your written assignments. A ratio of three hours of out-of-class time to every one hour of class time is standard. If you are unable to commit this amount of time to this course, you should re-think whether this is the right course for you. If you are hesitant or unwilling to talk with your fellow students in a classroom situation, you should also re-think this course.

We will be covering some material which is sensitive and may be unsettling to some students. All students are expected to frame their comments respectfully and consider the feelings of their fellow students. Students who are consistently intimidating or disrespectful to other students will be asked to change their behavior, and may lose their participation mark.

The classes will follow roughly the same structure each week:

- quiz, followed by
- film or guest speaker, if there is one for the day
- discussion of readings and material from film or guest speaker

We will break for 8-10 minutes at roughly the halfway mark so that you can get some water, coffee, etc. Please do not text, Facebook, eBay or play games on your phone during class. Your phone should remain turned off and tucked away in your bag, unless you have a pressing reason to have it close to you.

Evaluation

1. *Weekly quizzes: $10 \times 2.5\% = 25\%$* (I will drop the two lowest marks, so your final mark will be based on your best ten quizzes).

Each week that readings are assigned, we will begin with a short (5-10 minute) quiz on the content of the assigned reading, to ensure that students have done the week's reading. These quizzes will take the form of five open-ended short-answer questions (one or two sentences per answer). The quiz results out of 5 will be divided by two to yield 2.5% per quiz. The quiz for the first week will take place on January 17.

2. *Short responses: $2 \times 15\% = 30\%$*

In the course of the semester, each student will sign up for two response papers. A signup sheet will be passed around on January 17. Students will choose two weeks for which they will write a short response paper to the readings for that week. Each response paper should be between 700 and 900 words. These responses should be posted on eClass in the forum for that week, which can be found under the topic for the week (e.g. “Week of January 15” has a forum titled “Response papers for Week of January 15”). You should expect that all your classmates will read these responses. Your responses should be posted by noon on Monday each week. Each response will be marked out of 15. I will be looking for evidence of familiarity with the readings, and original thought and insight.

3. Leading discussion: 20%

Beginning with the third week, students will sign up in pairs or singly to lead discussion on the reading for a particular day. A signup sheet will be passed around on January 17. Leading discussion involves presenting a short summary of the readings orally to the class, and then opening up discussion through

- . a) A set of at least five discussion questions, to be posted on eClass in the forum for discussion questions which can be found under the topic for the week (e.g. “Week of January 15” has a forum titled “Response papers for Week of January 15”).
- . b) Anything else that you can come up with that will enable your fellow students to engage with the ideas in the readings for the day

You may use the short responses posted by your classmates on eClass to inform your discussion leadership. You should count on taking responsibility for discussion for at least half an hour at the beginning of the class. Your discussion leadership will be evaluated based on your knowledge of the readings and the strength of your efforts to engage the class. If you sign up as part of a pair, both people will receive the same discussion mark.

4. Participation: 25%

You will be marked on the quantity and quality of your participation in class discussions and other activities. Both quantity and quality are important here – you will not be able to get a good participation mark if you are absent from class, or if you do not contribute verbally to the seminar.

Conversion of percentage marks to letter grades and values on 4-point scale

Excellent

95-100 = A+ = 4.0

90-94 =A= 4.0

85-89=A-=3.7

Good

80-84=B+=3.3

75-79=B=3.0

70-74=B-=2.7

Satisfactory

66-69=C+=2.3

62-65 = C= 2.0

58-61=C-=1.7

Poor

54-57= D =1.3

Minimal Pass

50-53=D=1.0

Fail

0-49=F=0.0

Marks will be rounded to one decimal place. Marks will be rounded up if the last number is 6, 7, 8, or 9, and down if the last number is 1, 2, 3, 4, or 5. The class is not graded on a curve.

Missing or late work

If you miss more than one quiz, you will get a zero for the second missed quiz (the first one will be dropped from the calculation of your mark). No rewrites or makeups of quizzes are possible. If you are late uploading your response paper to the eClass site on the day for which you have signed up, two marks will be deducted for every day that it is late. It will be considered late if it is uploaded any time after 12.00 on Monday. If you are absent on a day for which you have signed up to lead discussion you

will receive a zero for that part of the evaluation, unless you have documentation which demonstrates that you were absent for reasons beyond your control, in which case an additional assignment may be given to you. If you know you are going to be absent on a particular day, it is your responsibility to coordinate with other students so that you do not miss work you are responsible for. If you are habitually late or absent for class, your participation mark will reflect this.

Schedule

Date	Topic	Readings	Notes
January 10 (Week of January 8)	Introduction and lecture by Dr Kaler	McKie, Linda and Samantha Callan (2012) <i>Understanding Families: A Global Introduction</i> . London: Sage “Explaining Families” (Ch 2); “Researching Families” (Ch 3)	Film: Stories We Tell ¹
January 17 (Week of January 15)	Courtship, dating and family formation	Kimmel, Michael (2008) <i>Guyland: The Perilous World Where Boys Become Men</i> New York: HarperCollins “Welcome to Guyland” (Ch. 1) “Hooking Up: Sex in Guyland” (Ch 9) “Girls in Guyland”: Eyes on the Guys” (Ch 11)	Dr Robin Willey, guest speaker on courtship and dating in evangelical Christian churches in Edmonton
January 24 (Week of January 22)	Courtship, dating and family formation	Spronk, Rachel (2012) <i>Ambiguous Pleasures: Sexuality and Middle-Class Self-Perceptions in Nairobi</i> . New York: Bergahn Books “Young Professionals: Emblems of Social Transformation” (Ch 2) “Signs of the Times: Media and the Therapeutic Ethos of Romantic Love” (Ch 6)	Film: 10 Days to Wife = Love Translated https://ualberta.kanopystreaming.com/video/10-days-wife-love-translated

¹ When we see films in class, we aren’t always going to watch the whole film – I will select sections to complement the readings and add to the discussion. I’ve included links where available so you can watch the entire film on your own if you’d like.

<p>January 31 (Week of January 29)</p>	<p>Families and economic transformation around the world: Marriage</p>	<p>Hirsch, Jennifer (2003) <i>A Courtship After Marriage: Sexuality and Love in Mexican Transnational Families</i> (Berkeley: University of California Press)</p> <p>“Here With Us: Introduction to a Transnational Community” (Ch 1) “Ya No Somos Como Nuestros Papas (We Are Not Like Our Parents) Companionate Marriage in a Mexican Migrant Community (Ch 4) “En El Norte La Mujer Manda (In the North, the Woman Gives the Orders): How Migration Changes Marriage” (Ch 6)</p>	<p>Dr Sara Dorow and Emma Jackson, guest speakers on migratory workers and family life in the Alberta oilpatch (at 4.00)</p>
<p>February 7 (Week of February 5)</p>	<p>Families and economic transformation around the world: Parents and children</p>	<p>Fong, Vanessa (2004): <i>Only Hope: Coming of Age Under China’s One-Child Policy</i>. Palo Alto: Stanford University Press</p> <p>“Introduction” “Great Expectations: Singletons as the Vanguard of Modernization” (Ch 2) “Spoiled: First World Youth in the Third World” (Ch 5) “Beat Me Now and I’ll Beat You When You’re Old: Love, Filial Duty and Parental Investment in an Ageing Population” (Ch 6)</p>	<p>Film: Shanghai Bride http://search.alexanderstreet.com/login.ezproxy.library.ualberta.ca/view/work/bibliographic_entity%7Cvideo_work%7C1785364</p>
<p>February 14 (Week of February 12)</p>	<p>Families, class and inequality</p>	<p>Lareau, Annette (2011): <i>Unequal Childhoods: Class, Race and Family Life in America</i>, 2nd edition. Berkeley: University of California Press</p> <p>“Concerted Cultivation and the Accomplishment of Natural Growth” (Ch 1) “Social Structure and Daily Life” (Ch 2) “The Hectic Pace of Concerted Cultivation: Garrett Tallinger” (Ch 3) “Children’s Play is for Children: Katie Brindle” (Ch 5) “The Power and Limits of Social Class” (Ch 12) “Class Differences in Parents’ Information and Intervention in the Lives of Young Adults” (Ch 13)</p>	<p>Film: Family Motel https://www-nfb-ca.login.ezproxy.library.ualberta.ca/film/family_motel/</p>

February 21	Reading week		
February 28 (Week of February 26)	Families, class and inequality	Edin, Kathryn (2013) <i>Doing the Best I Can: Fatherhood in the Inner City</i> . Berkeley: University of California Press “Introduction” “One Thing Leads to Another” (Ch 1) “Thank You Jesus” (Ch 2) “The New Package Deal” (Ch 8)	Will Schultz, guest speaker on fatherhood and masculinity in Alberta prisons
March 7 (Week of March 5)	Families, class and inequality	Ochs, Elinor and Tamar Kremer-Sadlik (2013): <i>Fast Forward Families: Home, Work and Relationships in Middle-Class America</i> . Berkeley: University of California Press “Introduction” “Housework” (Ch 5) “Chores” (Ch 6) “Homework and Recreation” (Ch 7) “The Good Enough Family” (Ch 12)	Film: A Cluttered Life: Middle Class Abundance https://www.uctv.tv/shows/A-Cluttered-Life-Middle-Class-Abundance-25712
March 14 (Week of March 12)	Families and social crises	Cheney, Kristin (2017) <i>Crying for Our Elders: African Orphanhood in the Age of HIV and AIDS</i> . Chicago: University of Chicago Press “A Generation of HIV/AIDS in Uganda” (Ch 1) “Orphanhood and Humanitarian Intervention” (Ch 6) “Orphanhood and the Transformation of Kinship, Fosterage and Children’s Circulation Strategies” (Ch 7) “Orphanhood and the Politics of Adoption in Uganda” (Ch 8)	Dr Laura Sikstrom, guest speaker on transitions to adulthood for Malawian youth on treatment for HIV (Skype)
March 21 (Week of March 19)	Western Canadian families	Carter, Sarah (2008) <i>The Importance of Being Monogamous: Marriage and Nation-Building in Western Canada to 1915</i> . Edmonton: University of Alberta Press “Creating, Challenging, Imposing and Defending the “Marriage Fortress” (Ch 1) “Making Newcomers to Canada Monogamous” (Ch 3) “Creating ‘Semi-Widows’ and ‘Supernumerary Widows’”	David Parent, guest speaker on Metis family migrations in western Canada in the mid-20 th century

<p>March 28 (Week of March 26)</p>	<p>Beyond heteronormativity</p>	<p>Weeks, Jeffrey (2003) <i>Same Sex Intimacies: Families of Choice and Other Life Experiments</i>. London: Taylor and Francis</p> <p>“Introduction” “Families of Choice: The Changing Context of Non-Heterosexual Relationships” (Ch 1) “Life Experiments: The Meanings of Non-Heterosexual Relationships” (Ch 2) “The Friendship Ethic” (Ch 3) “Towards Intimate Citizenship” (Ch 8)</p>	<p>Film: Why Thee Wed (http://www.nfb.ca.login.ezproxy.library.ualberta.ca/film/why_thee_wed/)</p>
<p>April 4 (Week of April 2)</p>	<p>Beyond heteronormativity</p>	<p>Pfeffer, Carla (2017) <i>Queering Families: The Postmodern Partnerships of Transgender Men and Cisgender Women</i></p> <p>“Trans Partnerships and Families: Historical Traces and Contemporary Representations” (Ch 1) “Identity Shifts, Recognition, and Intersectionality in Trans Partnerships and Families” (Ch 2) “Queering Family Labor: Managing Households, Relationships, and Transitions” (Ch 3)</p>	<p>Film: Motherland: Tales of Wonder http://www.nfb.ca.login.ezproxy.library.ualberta.ca/film/motherland_tales_of_wonder/</p>
<p>April 11 (Week of April 9)</p>	<p>The future?</p>	<p>Gerson, Kathleen (2010): <i>The Unfinished Revolution: Coming of Age in a New Era of Gender, Work and Family</i> New York: Oxford University Press</p> <p>“The Shaping of a New Generation” (Ch 1) “The Rising Fortunes of Flexible Families (Ch 3) “High Hopes, Lurking Fears” (Ch 5)</p>	

Readings

The readings for this course are available on reserve in Rutherford Library. In most cases, there is an ebook version which is linked in the chart below. Click on the link to go to the book and read the assigned chapters (or the whole book, if you'd like!). In the cases where there is no ebook accessible, several copies of the dead-tree version have been placed on reserve in the Library. If you are having extreme difficulty accessing a reading, please let me know.

Readings – Soc 459, Winter 2018
McKie, Linda and Samantha Callan (2012) <i>Understanding Families: A Global Introduction</i> . London: Sage http://login.ezproxy.library.ualberta.ca/login?url=http://sk.sagepub.com/books/understanding-families “Explaining Families” (Ch 2) “Researching Families” (Ch 3)
*Kimmel, Michael (2008) <i>Guyland: The Perilous World Where Boys Become Men</i> New York: HarperCollins HQ 799.6 K56 2008 “Welcome to Guyland” (Ch. 1) “Hooking Up: Sex in Guyland” (Ch 9) “Girls in Guyland”: Eyes on the Guys” (Ch 11)
Hirsch, Jennifer (2003) <i>A Courtship After Marriage: Sexuality and Love in Mexican Transnational Families</i> . Berkeley: University of California Press http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=108483&site=ehost-live&scope=site “Here With Us: Introduction to a Transnational Community” (Ch 1) “Ya No Somos Como Nuestros Papas (We Are Not Like Our Parents) Companionate Marriage in a Mexican Migrant Community (Ch 4) “En El Norte La Mujer Manda (In the North, the Woman Gives the Orders): How Migration Changes Marriage” (Ch 6)
Spronk, Rachel (2012) <i>Ambiguous Pleasures: Sexuality and Middle-Class Self-Perceptions in Nairobi</i> . New York: Bergahn Books HQ 18 N27 S67 2012 https://ebookcentral.proquest.com/lib/ualberta/detail.action?docID=951808 “Young Professionals: Emblems of Social Transformation” (Ch 2) “Signs of the Times: Media and the Therapeutic Ethos of Romantic Love” (Ch 6)

Fong, Vanessa (2004) *Only Hope: Coming of Age Under China's One-Child Policy*. Palo Alto: Stanford University Press
HQ 799 C5 F66 2004

“Introduction”

“Great Expectations: Singletons as the Vanguard of Modernization” (Ch 2)

“Spoiled: First World Youth in the Third World” (Ch 5)

“Beat Me Now and I’ll Beat You When You’re Old: Love, Filial Duty and Parental Investment in an Ageing Population” (Ch 6)

Lareau, Annette (2011): *Unequal Childhoods: Class, Race and Family Life in America*, 2nd edition. Berkeley: University of California Press
Unequal Childhoods : Class, Race, and Family Life
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=386083&site=ehost-live&scope=site>
HQ 767.9 L37 2011

“Concerted Cultivation and the Accomplishment of Natural Growth” (Ch 1)

“Social Structure and Daily Life” (Ch 2)

“The Hectic Pace of Concerted Cultivation: Garrett Tallinger” (Ch 3)

“Children’s Play is for Children: Katie Brindle” (Ch 5)

“The Power and Limits of Social Class” (Ch 12) “Class Differences in Parents’ Information and Intervention in the Lives of Young Adults” (Ch 13)

Edin, Kathryn (2013) *Doing the Best I Can: Fatherhood in the Inner City*. Berkeley: University of California Press
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=546961&site=ehost-live&scope=site>

“Introduction”

“One Thing Leads to Another” (Ch 1)

“Thank You Jesus” (Ch 2)

“The New Package Deal” (Ch 8)

Ochs, Elinor and Tamar Kremer-Sadlik (2013): *Fast Forward Families: Home, Work and Relationships in Middle-Class America*. Berkeley: University of California Press
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=507371&site=ehost-live&scope=site>

“Introduction”

“Housework” (Ch 5)

“Chores” (Ch 6)

“Homework and Recreation” (Ch 7)

“The Good Enough Family” (Ch 12)

<p>Cheney, Kristin (2017) <i>Crying for Our Elders: African Orphanhood in the Age of HIV and AIDS</i>. Chicago: University of Chicago Press http://login.ezproxy.library.ualberta.ca/login?url=http://chicago.universitypressscholarship.com/view/10.7208/chicago/9780226437682.001.0001/upso-9780226437408</p> <p>“A Generation of HIV/AIDS in Uganda” (Ch 1) “Orphanhood and Humanitarian Intervention” (Ch 6) “Orphanhood and the Transformation of Kinship, Fosterage and Children’s Circulation Strategies” (Ch 7) “Orphanhood and the Politics of Adoption in Uganda” (Ch 8)</p>
<p>Carter, Sarah (2008) <i>The Importance of Being Monogamous: Marriage and Nation-Building in Western Canada to 1915</i>. Edmonton: University of Alberta Press http://login.ezproxy.library.ualberta.ca/login?url=http://www.deslibris.ca/ID/423013</p> <p>“Creating, Challenging, Imposing and Defending the “Marriage Fortress” (Ch 1) “Making Newcomers to Canada Monogamous” (Ch 3) “Creating ‘Semi-Widows’ and ‘Supernumerary Widows’”</p>
<p>Kaler, Amy (2017) <i>Baby Trouble in the Last Best West: Making New People in Alberta 1905-1939</i> Toronto: University of Toronto Press https://ebookcentral.proquest.com/lib/ualberta/detail.action?docID=4825652 FC 3672.9 R4 K35 2016</p> <p>“Treasures: Multiple Economies of Reproduction at the Beulah Rescue Home” (Ch 3) “Mothers’ Duties: Eugenics, Sterilization and the United Farm Women of Alberta” (Ch 4) “Perhaps You May Think Me Independent”: The Right to a Mothers’ Allowance” (Ch 5)</p>
<p>Weeks, Jeffrey (2003) <i>Same Sex Intimacies: Families of Choice and Other Life Experiments</i>. London: Taylor and Francis HQ 76.34 W44 2001</p> <p>“Introduction” “Families of Choice: The Changing Context of Non-Heterosexual Relationships” (Ch 1) “Life Experiments: The Meanings of Non-Heterosexual Relationships” (Ch 2) “The Friendship Ethic” (Ch 3) “Towards Intimate Citizenship” (Ch 8)</p>
<p>Pfeffer, Carla (2017) <i>Queering Families: The Postmodern Partnerships of Transgender Men and Cisgender Women</i> http://login.ezproxy.library.ualberta.ca/login?url=http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199908059.001.0001/acprof-9780199908059</p> <p>“Trans Partnerships and Families: Historical Traces and Contemporary Representations” (Ch 1) “Identity Shifts, Recognition, and Intersectionality in Trans Partnerships and Families” (Ch 2) “Queering Family Labor: Managing Households, Relationships, and Transitions” (Ch 3)</p>

Gerson, Kathleen (2010): *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work and Family* New York: Oxford University Press

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“The Shaping of a New Generation” (Ch 1)

“The Rising Fortunes of Flexible Families (Ch 3)

“High Hopes, Lurking Fears” (Ch 5)

Required statements

"Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar."

“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 [Codes of Student Behaviour](#) and avoid any behaviour that 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.”

“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 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).”