

FAMILY RELATIONS
SOC314H1F
Fall 2014

Professor Bonnie Fox
725 Spadina Ave., Room 382
416 978-4213
bfox@chass.utoronto.ca

Class Time: Tuesday 12-2
Location:
Office Hour: Tues. 3-4

Course Website: www.chass.utoronto.ca/~bfox/soc314

Teaching Assistant: Judy Beglaubter
397

Office Hour: Tues., room

Tutorials: 2-3 in room & 3-4 in room

Important Note: The prerequisite to take this course is SOC214H. Students without this prerequisite will be removed any time they are discovered and without notice.

This course focuses on the relationships at the heart of families. It begins by situating families and family trends in their social context – the economic insecurity of late capitalism and neoliberalism, enduring family ideals despite heightened individualism, and changes in gender relations. Then it turns to individuals and their relationships, exploring the complexities of intimate relationships and sexuality before turning to cohabiting and married life (and the “white weddings” that symbolize marriage). Because parenthood is central to families, the course spends considerable time looking at people’s journeys into parenthood, the life-altering and gender-differentiated effects of parenthood, and the stresses on mothers. It also considers caring relations over the life course. Then it turns to a range of challenges and problems in family life: the incompatibility of employment and family responsibilities, divorce and its aftermath, and violence against women and children. It concludes with a look at different policy approaches affecting families. Gender differences, divisions and inequalities; social-class differences; lesbian and gay realities; and racial differences will be central in all discussions.

Required Texts:

Bonnie Fox, editor, 2014. *Family Patterns, Gender Relations. Fourth Edition.* Toronto: Oxford University Press

Katherine S. Newman, 2012. *The Accordion Family: Boomerang Kids, Anxious Parents, and the Private Toll of Global Competition.* Boston: Beacon Press

“Coursepack,” Canadian Scholars Press

All of these materials are available, for purchase, at the University of Toronto Bookstore.

Other required readings are available online; the links are on the website.

Note: This course is not on Blackboard. Instead, see the course website (at the address on the first page). Overhead slides and other essential information will be posted on that site.

Grading:	<i>weights</i>	<i>dates</i>
First essay	20%	Sept. 30
First test	25%	Oct. 14
Second essay	30%	Nov. 11
Second test	25%	Dec. 2

Requirements:

Tests: There will be two in-class tests that will include both multiple-choice and essay questions. To do well on the tests, you need to know the specific arguments in each of the readings and lectures, and be able to discuss the main issues covered in both the readings and lectures. The tests are synthetic, so you should think over **main themes and arguments** discussed in the course and review the key arguments in each reading, to prepare for them. The dates of the tests are on the course outline (and above).

Make-up Tests: In the case of **illness** or personal crisis that prevents you from taking the test, you must inform Professor Fox during the week the test is given. Messages may be left on the office voice mail or sent as emails, and these should include your name, student number, telephone number and email address so that you can be reached with information about the make-up test. Make-up tests will only be given to students who have certifiable reasons for having missed the test. The make-up test will be given within two weeks of the missed test.

In the case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to Professor Fox and submitted before the make-up test. For other problems, you need a letter or email from your college registrar. The letter must be emailed to Professor Fox or placed in a sealed envelope, addressed to Prof. Fox, and submitted before the make-up test.

Essays: Two short essays are required. The first will involve a critical comment on required readings, and the second will be a report based on an interview conducted with a young adult. Preparation for this assignment will take place in class and in the tutorial. The assignment, the list of questions that structure the interview, and the necessary information sheet and consent forms, will be available on the website. The essays are **due at the beginning of class**, on the dates listed. There will be a penalty for handing in any essay after class.

Late essays: If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. (It is a good idea anyway to advise your college registrar if a crisis is interfering with your studies.) The letter must be emailed to Professor Fox or placed in a sealed envelope, addressed to Prof. Fox, and submitted with your work in class or during office hours.

You will lose **2** percentage points for every day an essay is late. If you have my permission to hand in the work outside class or office hours, put it in the third-year dropbox in room 225 in the Sociology Department building (at 725 Spadina Ave., from Mon.-Fri. 9:00-5:00). Alternatively, it can be slid under my office door, but be sure to date-stamp it before you hand it in. (Note: the offices close after 5 pm every week day). I do not accept essays by email. (Students must keep copies of their work, in case assignments are lost. Students are responsible for assignments that are lost.)

Students are expected to acquaint themselves with the rules concerning **plagiarism**. Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly (and what was alright in high school may not be alright in university).

The *Code of Behaviour on Academic Matters* in the Calendar of the Faculty of Arts and Science specifies: "It shall be an offence for a student knowingly: to **represent as one's own** any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on 'knowing', the offence shall likewise be deemed to have been committed if the person ought reasonably to have known."

In short, do not "borrow" passages from books or articles or websites without **citing them**. If you copy the words of other people, put quotation marks around them and cite the source (that is, put author, date, page number in parentheses). As well, if you paraphrase you need to cite the page number. Then, be sure to put all sources that you cite in the References at the back of the paper. Plagiarizing can result in a very serious penalty, and any suspected case will be turned over to the Office of Academic Integrity.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

Please note: Test/Assignment Dates are fixed and non-negotiable: Plan your schedule around them.

Accessibility Needs:

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Students who have questions or concerns about writing should make an appointment to see me or Judy during our office hours. I recommend using the very helpful website, "Writing at the University of Toronto," at www.writing.utoronto.ca. Look under "advice" and then "style and editing." Writing workshops are also available for students; for information on them go to www.writing.utoronto.ca/news/writing-plus. A helpful guide to writing is: Margot Northey and Margaret Procter, *Writer's Choice: A Portable Guide for Canadian Writers* (Prentice Hall Cda). And Wm. Strunk and E.B. White's *The Elements of Style* is the best general summary of the rules of grammar and good writing. Some words of **advice**: Write short, simple sentences and make sure that every paragraph contains a single theme or idea. When you begin a new theme, start a new paragraph.

Attendance: Students are responsible for attending every lecture. Lectures synthesize large bodies of research findings and, in the absence of a textbook that reviews the research in the field, are essential. I strongly recommend that you read the required material before coming to class: you will better understand both the lecture and the readings if you do.

Class procedures: The two hours will be used for lecture, but students should feel free at any time during the lecture to raise questions or comment on the material. A point-form outline of the lecture will be presented in the form of slides during lectures. These slides are not lecture notes. They are posted on my website at www.chass.utoronto.ca/~bfox/soc314. They are meant to help you take notes in class, and will be posted before class.

Contacting Us: I am best reached either by email (if you put "SOC314" in the subject field) or by coming to my office during office hours on Tues. 3-4. I am happy to answer brief, simple questions by email – and will usually do so within 24 hours – but longer questions should be asked in person. Judy Beglaubter's email address is judy.beglaubter@utoronto.ca and her office hours are in room

Tutorials: Tutorials will be offered on the dates listed on the course outline . These are optional. Tutorials are at:

OUTLINE

Sept. 9 Introduction

Readings: Katherine S. Newman, 2012. *The Accordion Family*. Introduction

Sept. 16 A Changing Social Context and Related Changes in Demographic Trends

Readings: Bonnie Fox and Meg Luxton. 2014. Analyzing the Familiar: Definitions, Approaches and Issues at the Heart of Studying Family. Pp. 2-30 in *Family Patterns, Gender Relations. Fourth Edition*, edited by Bonnie Fox [‘Fox text’ hereafter]

Katherine Newman, 2012. *The Accordion Family*. Chapter 1 (pp. 1-36)

Kate Bezanson. 2014. Putting Together a Life: Families, Coping, and Economic Change, 1997-2008. Pp. 429-434 only, in Fox text

Sept. 23 Searching for Intimacy: Sexuality and Dating

First Tutorial – Advice on essay writing & discussion of course material

Readings: Kathleen A. Bogle. 2008. Men, Women and the Sexual Double Standard. Pp. 96-127 from *Hooking Up: Sex, Dating and Relationships on Campus*. In coursepack

Laura Hamilton and Elizabeth Armstrong. 2009. Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options. *Gender & Society* 23, 5, pp. 589-616 [link]

Yen Le Espiritu. 2014 [2001]. ‘We Don’t Sleep Around Like White Girls Do’: Family, Culture and Gender in Filipina American Lives. Pp. 164-183, in Fox text

ESSAY DUE on Sept. 30, in class and at the start of class

Sept. 30 Living Together

Readings: Sharon Sassler and Amanda Miller. 2014 [2011]. Waiting to be Asked: Gender, Power and Relationship Progression among Cohabiting Couples. Pp. 184-201 in Fox text

Jill Weigt. 2010. ‘I Feel Like It’s a Heavier Burden’: The Gendered Contours of Heterosexual Partnering After Welfare Reform. *Gender & Society* 24, 5, pp. 565-590 [link]

Kathryn Edin, Maria Kefalas, and Joanna Reed. 2004. A Peek Inside the Black Box: What Marriage Means for Poor Unmarried Parents. *Journal of Marriage and Family* 66, pp. 1007-1014 [link]

S.S. Stanley, G.K. Rhoades, and H.J. Markham. 2006. Sliding Versus Deciding: Inertia and the Premarital Cohabitation Effect. *Family Relations* 55 (October), pp. 499-509. [link]

Oct. 7 Marrying and Being Married

Second Tutorial – Discussion

Readings: Dawn Currie. 2014 [1993]. Here Comes the Bride: The Making of a Modern Traditional Wedding in Western Culture. Pp. 202-219 in Fox text

Cele Otnes and Elizabeth H. Pleck. 2003. Romance, Magic, Memory, and Perfection. Pp. 1-24 from *Cinderella Dreams: The Allure of the Lavish Wedding*. In coursepack

Catherine K. Riessman, 2014 [1990]. Mourning Different Dreams: Gender and the Companionate Marriage. Pp. 450-467 in Fox text

Kara Somerville. 2014. Making and Sustaining Transnational Families. Pp. 399-411 in Fox text

Oct. 14 TEST 1

Oct. 21 Becoming Parents & The Challenges of Parenthood

Third Tutorial – on interviewing and analyzing interview data

Readings: Bonnie Fox. 2014 [2009]. When the Baby Comes Home: The Dynamics of Gender in the Making of Family. Pp. 232-250 in Fox text

Gillian Dunne, 2014 [2000]. Opting into Motherhood: Lesbians Blurring the Boundaries and Transforming the Meaning of Parenthood and Kinship. Pp. 270-292 in Fox text.

Diana Worts, 2014 [2009]. 'Like a family': Reproductive Work in a Co-operative Setting. Pp. 351-269 in Fox text

Andrea Doucet . 2014 [2006]. Fathers and Emotional Responsibility. Pp. 293-314 in Fox text

Oct. 28 Older Children/Young Adults & Older Parents

Fourth Tutorial – return of Test 1

Readings: Katherine Newman, 2012. *The Accordion Family*. Chaps. 2, 3 (pp. 37-79), Chap. 4 (*only* pp. 114-125) and Chap. 5 (pp. 127-151)

Nov. 4 Juggling Earning and Caring: Two-Earner Couples

Readings: Arlie Hochschild, 1989. Chapters 5, 6, part of 12 from *The Second Shift*. In coursepack.

Harriet Presser, 2004. The Economy that Never Sleeps. *Contexts* 3, 2, pp. 42-49 [link]

Pierrette Hondagneu-Sotelo, 2001. Selections from *Domestica* (pp 145-56, 171-79 and 193-203). In coursepack

ESSAY DUE on Nov. 11, in class and at the start of class.

Nov. 11 Violence in Families

Readings: Ann Duffy and Julianne Momirov. 2005. Family Violence: A Twenty-first Century Issue. From N. Mandell and A. Duffy, ed, *Canadian Families. Third Edition*. In coursepack

Rosemary Gartner, Myrna Dawson, and Maria Crawford. 2014 [1998]. Confronting Violence in Women's Lives. Pp. 500-517 in Fox text

Nov. 18 No Class

Nov. 25 Divorce and the Need for State Supports to Families

Fifth Tutorial – discussion and review

Readings: Elizabeth Church. 2014 [2003]. Kinship and Stepfamilies. Pp. 483-498 in Fox text

Carol Smart, Bren Neale, and Amanda Wade. 2014 [2005]. 'Doing' Post-divorce Childhood. Pp. 468-482 in Fox text

Kate Bezanson. 2014. Putting Together a Life: Families, Coping, and Economic Change, 1997-2008. Pp. 429-448 in Fox text

Diane-Gabrielle Tremblay. 2014 [2009]. Quebec's Policies for Work-Family Balance: A Model for Canada? Pp. 541-554 in Fox text

Dec. 2 TEST