

FAMILY RELATIONS
SOC314H1S
Winter 2014

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

Teaching Assistants: Judy Beglaubter
& Chris Tatham

Class Time: Tuesday 12-2
Location: WI 1017
Office Hour: Tues. 3:30-4:30
Prerequisite: SOC214H

Office Hour:

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, 2009. *Family Patterns, Gender Relations. Third 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: Students without the prerequisite (SOC214H) can be removed from the course at any time, without notice. Students who have already taken SOC314Y will also be removed.

Grading:	<i>weights</i>	<i>dates</i>
First test	25%	Feb. 11
Second test	25%	Apr. 2
First essay	15%	Jan. 28
Second essay	35%	Mar. 18

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** 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.

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- In 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 the instructor, and submitted with your work** at class or to your TA during their office hours.
- 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 placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours.

The make-up test will be given within two weeks of the missed 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. The assignment, the list of questions

that structure the interview, and the necessary information sheet and consent forms, will be available on the website.

Late essays: You will lose 2 percentage points for every day an essay is late. If a personal or family crisis prevents you from meeting an essay deadline, you must get a letter from your college registrar and talk to me as well – before the essay is due. If there is a legitimate reason why you will miss a deadline, I am willing to work out another deadline. Once you have my permission to hand in the work, attach the registrar’s letter or medical form to the essay when you hand it in. Work handed in outside of class, or late, should be put in the third-year mailbox 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 (before 5 pm any week day). (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:** From the *Code of Behaviour on Academic Matters* -- “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 use the words of other people, put quotation marks around them and cite the reference: put author, date & **page number** in parentheses at the end of the sentence. Plagiarizing can produce a very serious penalty, and any suspected case will be turned over to the Office of Academic Integrity. Please also be aware that turning in an old paper, or large parts thereof, for credit in a second (or third etc.) course, is considered an academic offense that results in students being referred to the Office of Academic Integrity.

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. 3:30-4:30. 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 office hours are on _____, in room _____ in the Sociology Department (in the Sociology Department at 725 Spadina Ave.). Chris Tatham’s office hours are on _____, in room _____ in the Sociology Department.

OUTLINE

Jan. 7 Introduction

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

Jan. 14 A Changing Social Context and Related Changes in Demographic Trends

Readings: Bonnie Fox with Jessica Yiu, 2009. As times change: a review of trends in family life. Pp. 180-208 in Fox, ed., *Family Patterns, Gender Relations. Third Edition*. [Fox text]

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

Guida Man, 2009. From Hong Kong to Canada: Immigration and the Changing Family Lives of Middle-class Women from Hong Kong. Pp. 477-495 in Fox text

Jan. 21 Searching for Intimacy: Sexuality and Dating

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]

Le Espiritu, Yen, 2001. ‘We Don’t Sleep Around Like White Girls Do’: Family, Culture and Gender in Filipina American Lives. *Signs* 26, 2, pp. 415-440 [link]

ESSAY DUE on Jan. 28

Jan. 28 Living Together

Readings: Sharon Sassler and Amanda Miller, 2011. Waiting to be asked: gender, power and relationship progression among cohabiting couples. *Journal of Family Issues* 32, 4, pp. 482-506 [link]

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]

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

Readings: 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]

Feb. 4 Marrying and Being Married

Readings: Dawn Currie, 2009 (1993). Here comes the bride: The making of a modern traditional wedding in Western culture. Pp. 242-258 in Fox text

Naomi Gerstel and Natalia Sarkisian, 2006. Marriage: the good, the bad, and the greedy. *Contexts* 5, 4, pp. 16-21 [link]

Feb. 11 TEST 1

Feb. 18 READING WEEK -- No class

Feb. 25 Becoming Parents & The Challenges of Parenthood

Readings: Bonnie Fox, 2009. When the baby comes home: The dynamics of gender in the making of family. Pp. 292-309 in Fox text

Gillian Dunne, 2009 (2000). Opting into motherhood: Lesbians blurring the boundaries and transforming the meaning of parenthood and kinship. Pp. 343-364 in Fox text.

Harriet Rosenberg, 2009 (1987). Motherwork, stress and depression: The costs of privatized social reproduction. Pp. 310-324 in Fox text

Diana Worts, 2009. 'Like a family': Reproductive work in a co-operative setting. Pp. 325-342 in Fox text

Mar. 4 Older Children/Young Adults & Older Parents

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)

Mar. 11 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 Mar. 18

Mar. 18 Violence in Families

Readings: Rosemary Gartner, Myrna Dawson, and Maria Crawford, 2009 (1998). Confronting violence in women's lives. Pp. 525-542 in Fox text

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

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

Readings: Frank Furstenberg and Andrew Cherlin, 2009 (1991). Childrens' adjustment to divorce. Pp. 543-551 in Fox text

Carol Smart, Bren Neale, and Amanda Wade, 2005. 'Doing' post-divorce childhood. From Andrew Cherlin, ed., *Public and Private Families. 4th Edition*. In coursepack

Apr. 2 TEST