

**FAMILY RELATIONS**  
**SOC314H1S**  
**Winter 2013**

Professor Bonnie Fox  
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Teaching Assistant: Judy Beglaubter

Class Time: Tuesday 12-2

Location: RW117

Office Hour: Tues. 3:30-4:30

Prerequisite: SOC214H

Office Hour: Tues.

This course focuses on the relationships at the heart of families. We begin by situating families and family trends in their context – the economic insecurity of late capitalism, the consumer frenzy characterizing popular culture, the enduring nature of family ideals despite heightened individualism, changes in gender relations. Then we turn 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, we spend considerable time looking at people’s journeys into parenthood, the life-altering and gender-differentiated effects of parenthood, and the stresses on mothers. We also consider caring relations over the life course. Then we turn 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. We conclude 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 of our discussions.

**Required Texts:**

Bonnie Fox, editor, 2009. *Family Patterns, Gender Relations. Third Edition.* Toronto: Oxford University Press

Kathleen Gerson, 2010. *The Unfinished Revolution: How a New Generation is Reshaping Family, Work, and Gender in America.* New York: Oxford University Press

‘Coursepack’, Canadian Scholars Press

All 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 (SOC 214H) can be removed from the course at any time, without notice. Students who have already taken SOC 214Y can also be removed.

<b>Grading:</b>	<i>weights</i>	<i>dates</i>
First test	30%	Feb 26
Final exam	30%	Exam period
First essay	15%	Feb 5
Second essay	25%	March 26

**Requirements:**

**Tests:** There will be an in-class test and a final exam (held during the exam period) that will include both multiple-choice and essay questions. To do well on the test and exam, 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 test and exam 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 date of the test is on the course outline (and above). The exam will be held in the exam period.

**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: for illness, you need a U of T Medical Certificate signed by your doctor; for other problems, you need a letter from your college registrar. The make-up tests will be given within two weeks of the missed test.

**Essays:** Two short essays are required. The first 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. The second essay will be based on the book, *The Unfinished Revolution*, and structured around a series of questions I will discuss in class.

**Late essays** may be handed in only if I have given you permission beforehand. 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. If there is a legitimate reason why you missed 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 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 (author, date, page number). 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](http://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](http://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](http://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 "SOC 314" 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 office hours are on Tues. between , in room 341 in the Sociology Department (at 725 Spadina Ave.)

## OUTLINE

### **Jan. 8 Introduction**

### **Jan. 15 A Changing Social Context and Changing Individuals**

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.*

Kathleen Gerson, 2010. Chapters 1 & 2 (pp. 1-45) in *The Unfinished Revolution: How a New Generation is Reshaping Family, Work, and Gender in America.*

### **Jan. 22 Searching for Intimacy: Sexuality and Dating**

Readings: Amy Schalet, 2010. Sex, love, and autonomy in the teenage sleepover. *Contexts* 9, 3, pp. 16-21

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

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

Kathleen Gerson, 2010. Chapter 5 (pp. 103-123) in *The Unfinished Revolution.*

### **Jan. 29 Marrying – or Not**

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

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

Kathleen Gerson, 2010. Chapters 6 & 7 (pp. 124-188) in *The Unfinished Revolution.*

### **Interview Assignment (Essay) due Feb. 5 at the beginning of class.**

### **Feb. 5 Having Children, Becoming Parents**

Readings: Gillian Ranson, 2009 (1998). Education, work and family decision making. Pp. 277-289 in Fox text

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.

## **Feb. 12        The Challenges of Parenthood**

Readings: 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

A.Lareau, 2011 (2002). Invisible inequality: social class and childrearing in black families and white families. From S. Ferguson, ed. *Shifting the Center*. In coursepack

READING WEEK -- No class

## **Feb. 26        TEST**

## **Mar. 5         Older Children, Older Parents**

Readings: Margaret Nelson, 2010. Introduction: no playpen. From *Parenting out of control*. In coursepack

Teresa Toguchi Swartz, 2008. Family capital and the invisible transfer of privilege: Intergenerational support and social class in early adulthood. From *New Directions for Child and Adolescent Development* 119, pp. 11-24. In coursepack

Luisa Margolies, 2011. My mother's hip: Lessons from the world of eldercare. From S. Ferguson, ed. *Shifting the Center*. In coursepack

## **Mar. 12        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

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

## **Mar. 19        Divorce and Life Afterwards**

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

**Essay due Mar. 26 at the beginning of class.**

**Mar. 26          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

**Apr. 2          State Support of Families?**

Readings: Kathleen Gerson, 2010. Chaps. 8 & 9 (pp. 189-226) in *The Unfinished Revolution*.

Diane-Gabrielle Tremblay, 2009. Quebec's policies for work-family balance: A model for Canada? From M.G. Cohen and J. Pulkingham, eds., *Public Policy for Women*. In coursepack

Evelyn Nakano Glenn, 2000. Creating a caring society. *Contemporary Sociology* 29, 1, pp. 84-94

**EXAM -- In Exam Period**