

Family Relations SOC314H1F
Department of Sociology
University of Toronto, St. George Campus
Summer 2016

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| Instructor | Vannina Sztainbok |
| email | vannina.sztainbok@utoronto.ca |
| Office Hours | Wednesdays, 16:00-17:00, 725 Spadina Ave., Room 389 |
| Lecture | Mondays and Wednesdays 14:00- 16:00, SS1074 |
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NOTE: The prerequisite to take SOC314H1F is a 200+ level sociology course. Students without this requirement will be removed at any time discovered.
Last date to drop the course without penalty: June 6, 2016

Description

This course studies the family as one of the institutions that maintains, and sometimes challenges, relations based on gender, race, class, sexuality, and nation. The first part of the course examines how the “nuclear family” is a site for the reproduction of gender, sexuality, race, and class hierarchies, and its role in colonial Canada. Then we will explore the idea of families as a site of resilience. In particular, the course will focus on how families are affected by, and respond to, political and socio-economic crisis, the policing of gender and sexuality, and the ongoing effects of colonialism. Specific themes that will be covered include: LGBTQ families; work and families; immigrant families; Indigenous families; and family violence.

Objectives: By the end of the course students should also be able to discuss the following questions by referring to course materials: How is the family, as an institution, implicated in gender, sexual, and racial hierarchies? What are some theoretical concepts and frameworks that have been used in the study of the family? What major institutions play a role in shaping the family life in Canada? What are some ways that families can be a space of healing and resilience?

Outcomes: By the end of this course, students should be able to analyze issues affecting family life and the representation of families in Canada by drawing on critical sociological perspectives.

Expectations

You are expected to come to class prepared by having completed the readings. The assignments are designed to encourage engaged reading throughout the course. Student participation is expected and part of your grade will be based on your well-informed participation (see evaluation section). There will be opportunities for you to participate in both large and small group discussions. This course also requires some group work and collaboration, but your grades will be individual. I will be making announcements on Blackboard, so make sure that you check Blackboard at least once a week.

Note on electronic devices: Students should only use electronic devices for taking notes. No email, Internet surfing, chatting, texting, gaming, etc. allowed during class or you may be asked to leave.

Academic integrity: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/>).

What you can expect from me: During class, I will contextualize, expand upon and critically examine themes covered in the readings, but I will not be providing summaries of the readings. Course work is distributed throughout the term so that you can benefit from feedback and

practice. I will be posting lecture slides on Blackboard either before or after the lecture. These slides will offer an outline of the lecture, not the full lecture notes. I often work on making connections between different materials in class, therefore you will miss out if you do not attend lectures regularly. In addition, I often use audiovisual materials: films, television clips, and internet content. These materials will be used for illustration or discussion.

Materials, Communication, and Services

Office Hours: I welcome students to come and talk during my office hours (Wednesdays 4-5 p.m.). It helps if you make an appointment by email prior to my office hours so I know I can expect you. Teaching Assistant, Sean Hayes, will also be available for office hours TBA during the course. Sean can be reached at s.hayes@mail.utoronto.ca

Email: yannina.sztainbok@utoronto.ca

Please include the course code, SOC314, in your email subject heading on all emails pertaining to this course. Emails are good for questions that are short and to the point. For longer queries, please come during office hours. Please allow 48 hours for a response.

Course Texts:

- 1) Mandell, Nancy and Ann Duffy (Eds.) (2011). Canadian Families: Diversity, Conflict, and Change. Toronto: Nelson.
- 2) Online readings available through Blackboard and UTL as indicated.

Accessibility: Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please approach me and contact <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Academic Services at St. George campus: I encourage students to make use of the excellent academic resources available on campus and online. For instance, the writing centre provides online and individual support for getting started, writing, research, reading, revising, citation guidelines, and English language development. For information about writing centre appointments in the summer session, you may visit <http://writing.utoronto.ca/news>. To learn more about how writing centres work, you may visit <http://www.writing.utoronto.ca/writing-centres/learning>.

There are more than 60 Advice files on all aspects of academic writing available from www.writing.utoronto.ca/advice. Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>.

Equity in the Class

Equity in the Class: Education has the potential to be empowering and transformative. It is important to acknowledge, however, that we are all positioned within relations of power, particularly with respect to gender, race, class, ability, and sexuality. I am committed to addressing the power imbalances that arise and I invite you all to participate in the difficult but

rewarding process of creating an equitable classroom. This includes being aware of when we are speaking from a position of power/privilege and to refrain from saying something or acting in a way that disrespects or marginalizes others. The respectful participation of each one of you in class discussions is valuable and significant. Your varied knowledge and perspectives will enrich the class experience. We want to hear what you have to say!

Assignments and Evaluation

All assignments must be typed in 12" font and double-spaced. You must use an accepted citation style to reference ideas that are not your own, to reference direct quotes, and to create a reference list. You must submit one copy of the assignment on Blackboard and a hardcopy in class on the due date.

Lateness Policy: The Take-home Test and Critical Analysis assignments are due at the start of class on the due date. The lateness penalty is 2% per day including weekends.

- 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.

Please note: *These rules do not apply to the in-class exercises which will be hand-written and must be handed in at the end of class.*

| Assignment | Weight | Due |
|--------------------|-------------|---|
| Take-home Test | 25% | May 25 posted on Blackboard on May 19 |
| Critical Analysis | 25% | June 15 |
| Final Exam | 45% | Official exam period |
| In-class Exercises | 5 x 1% = 5% | five times during term |

Take-home test (25%, May 25)

The mid-term take-home test will consist of several questions that you will answer in short paragraphs. We will spend time preparing for the exam in class. The test will be posted on Blackboard on May 19.

Critical Analysis (25%, 4-6 pages, June 15)

Analyze family relations as described in fiction or in the news using theoretical concepts or frameworks from the course. If you choose a fictional family, you will be analyzing a novel, television show or film. Further instructions will be posted on Blackboard and discussed in class.

Final Exam (45%, Official exam period)

The final exam will include a mix of short and mid-length answers. We will spend part of the final class preparing for the final exam.

In-Class Exercises (5%)

You are required to complete five short in-class exercises in class throughout the term. They are “low-stakes” exercises, which will enrich your understanding of course materials. Sometimes you will be required to reflect on the readings and at other times the exercises will relate to the final assignment. Sometimes you will be required to work in small groups in order to complete the exercise. The best preparation for these exercises is to keep up with the readings and come prepared to participate in discussions when necessary. You must complete 5 of these exercises for a total of 5%. Because the assignments will be completed in class, attendance is crucial. They should be handed in at the end of the class and graded on a pass/fail basis. Rather than posting specific dates, I will provide at least seven opportunities for you to complete an in-class exercise. I may occasionally assign one for the following week. This means that students with good attendance should be able to complete at least 4-5 exercises even if they miss a class due to illness. No make-ups, no exceptions.

University of Toronto: What Grades Mean

All grading in this course, abides by the University of Toronto’s grading policy found at: <http://www.writing.utoronto.ca/advice/general/grading-policy>

Grade Appeals

The Instructor and teaching assistant take the marking of assignments very seriously, and we will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

If it is a mathematical error (e.g., grades on individual components not tallied up correctly) the remedy is easy and can be taken care of expeditiously. Simply write a note indicating where and what the error is, attach it to the assignment and submit it to the Instructor during class or office hour.

In the case of more substantive appeals, you must:

a) Wait at least 24 hours after receiving your mark.

b) Carefully re-read your assignment, all assignment guidelines and marking schemes, and all of the grader's comments.

c) Provide a written request for re-assessment to the Instructor, as follows:

- i. clearly identify which exam question(s) or section(s) you wish to have reviewed. For each question/section identified, write a brief explanation of why you think the mark should be altered. You must address any of the relevant comments that were made by the grader as well.
- ii. Attach your original assignment to your written explanation, including all the original comments. Submit a hardcopy of the package to the Instructor at lecture or during office hours. No other method of submission is accepted.
- iii. You will receive a response from the Instructor via e-mail or in person about your re-grade. All decisions are final.

Please note: academic scholarship is merit-based, not need-based. The fact that you feel you want or need a higher grade is not sufficient. You must have good reason to believe you in fact earned a higher grade than you were awarded. You have 30 days after receiving a mark to appeal it.

Readings and Topics

Canadian Families, Course Textbook

*Blackboard, Library Course Reserves

**available through UTL online

May 9 **Introduction: Studying Families**

May 11 **Family Relations in a Social Context**

Canadian Families: Chapter One, Portraying Canadian Families (Nancy Mandell and Ann Duffy)

**Chunn, D. (2000). "Politicizing the Personal": Feminism, Law, and Public Policy. In N. Mandell and A. Duffy (Eds.), *Canadian families: Diversity, conflict, and change* (second edition) (pp. 225-259), Toronto: Harcourt Canada.

UNIT ONE: The Family as an Institution of Social Reproduction

May 16 **Family and the Reproduction of gender, race, and nation**

**Kimmel, M. and J. Holler (2011). Gender at the heart of the home. In *The Gendered Society Reader*, (pp. 14-187). Toronto: Oxford University Press Canada.

*Patricia Hill Collins. "It's all in the family: Intersections of gender, race, and nation." *Hypatia* 13.3 (1998): 62-82.

May 18 **Family Relations and Colonialism**

*Phillips, R. (2009) Settler Colonialism and the Nuclear Family. *The Canadian Geographer* Volume 53, Issue 2, pp. 239 – 253. [doi: 10.1111/j.1541-0064.2009.00256.x](https://doi.org/10.1111/j.1541-0064.2009.00256.x)

*Spears, Shandra. (2003). Strong spirit fractured identity. In Kim Anderson and Bonita Lawrence (Eds.) *Strong women stories: native vision and community survival*, (pp. 81-94). Toronto: Sumach Press.

May 23 **Victoria Day: No Class**

UNIT TWO: Political Economy of the Family

May 25 **Families and the Economy** **TAKE-HOME TEST DUE**

Canadian Families, Chapter Six: Families in the New Economic Times (Ann Duffy).

**Salazar Parreñas, Rhacel (2005). The international division of reproductive labor: paid domestic work and globalization. In Richard Appelbaum and William I. Robinson (Eds.) *Critical globalization studies* (pp. 237-245). New York: Routledge.

May 30 **Critical Analysis Tutorial with Sean Hayes**

UNIT THREE: Families: Challenges and Resilience

June 1st **LGBTQ Families**

Canadian Families, Chapter Five: *LGBTQ Families in Canada: Private Lives and Public Discourse* (Janice Ristock and Catherine Taylor)

*Epstein, R. (2005). Queer Parenting in the new millennium: Resisting Normal. *Canadian Woman Studies*, 24(2/3), pp. 6-14.

<http://search.proquest.com.myaccess.library.utoronto.ca/docview/217466269>

June 6 **Trans Parents and Parenting Gender Independent Children**

*Pyne, J., Bauer, G. and Bradley K. (2015). Transphobia and Other Stressors Impacting Trans Parents. *Journal of GLBT Family Studies*, 11(2): 107-126.

*Pyne, Jake. (2014). Gender independent kids: a paradigm shift in approaches to gender non-conforming children. *The Canadian Journal of Human Sexuality*. 23.1

DOI: <http://dx.doi.org.myaccess.library.utoronto.ca/10.3138/cjhs.23.1.CO1>

June 8 **Immigrant and Racialized Families**

Canadian Families: Chapter Four, Immigrant and Racialized Families. (Vappu Tyyskä)

*Bernhard, Judith K and Landolt, Patricia and Goldring, Luin. (2009). Transnationalizing Families: Canadian Immigration Policy and the Spatial Fragmentation of Care-giving among Latin American Newcomers. *International Migration*, 47(2) pp. 3-31.

DOI: 10.1111/j.1468-2435.2008.00479.x

June 13 **Family Violence**

Canadian Families, Chapter Nine: Violence in Canadian Families across the Life Course (Mavis Morton)

*Baskin, Cindy (2003). From Victims to leaders: Activism against violence towards women. In Kim Anderson and Bonita Lawrence (Eds.) *Strong women stories: native vision and community survival*, (pp. 213-227). Toronto: Sumach Press.

June 15 **Families and Resilience**

CRITICAL ANALYSIS DUE

Canadian Families, Chapter Seven: Families at Work: Individual versus Collective Strategies for Making a Living (Meg Luxton and June Corman)

**Meadows, L. M., Wilfreda E. Thurston and L.E. Legendyk. (2009). Aboriginal women at midlife: Grandmothers as agents of change. In P. Monture and P. D. McGuire (Eds.) *First Voices: An Aboriginal women's reader* (pp. 188-199). Toronto: Inanna Publications and Education Inc.