Instructor: Dr. Rania Tfaily
Office: Loeb Building C779
Office Hours: Mondays and Tuesdays 10 – 11 am or by appointment
Email: rania_tfaily@carleton.ca
Phone Number: 613 520 2600 ext. 2625

Course Time: Mondays 11:35 am – 2:25 pm
Course Location: Loeb Building A715
Format: Lectures, discussions, debates & videos/ documentaries
Pre-requisites: Fourth-year Standing

Course Description:
This course provides a sociological analysis of the structure, patterns and dynamics of contemporary families with special focus on North American families. We first examine how conceptualization of the family has varied over time and across space, review the dramatic transformations in the family over the past few decades and discuss current sociological theorizing about families. Next, we study the diversity, complexity and variations in contemporary families using a life course perspective. We examine youth and young adulthood; the formation of intimate relations, the rise in cohabitation and the retreat from marriage and the increasing diversity of parenthood and family formation include multiple partner fertility, reproductive technologies and LGBTQ families. We then discuss dissolution of unions/marriages and aging. Interwoven into these topics is an examination of how gender, race/ethnicity, social class and polices shape family relations, experiences, opportunities and disparities.

Course Objectives:
- To gain a deep understanding of historical and contemporary trends and patterns in relation to families in North America
- To understand the various theoretical approaches used in the study of the family
- To recognize transformations and changes in various life course stages and their implications
- To gain sociological insights into inequalities within the family and between families
- To understand family policies and how and why they differ within Canada
- To develop knowledge of salient issues affecting and shaping contemporary families
• To apply course concepts and ideas to contemporary issues and debates about the family
• To gain experience doing sociological research on the family
• To strengthen writing and communication skills
• To sharpen critical and analytical skills in relation to academic texts, videos and mass media articles on the family

Readings:
• Required readings are available through the Carleton Library.

Course Requirements & Methods of Evaluation:
• Class Participation: 15%
• Debates: 10%
• Term paper: 35%
• Two critical writing assignments: 40%

Final Letter Grades
In accordance with the teaching regulations of Carleton University, the letter grades assigned in this course will have the following percentage equivalents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>A</td>
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<td>B</td>
<td>73-76</td>
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<td>C</td>
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<td>D</td>
<td>53-56</td>
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<tr>
<td>A-</td>
<td>80-84</td>
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<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Below 50</td>
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WDN = Withdrawn from the course
DEF = Deferred
FND = Failed, no Deferred

a) Class participation (15%)
Students are expected to have read the required readings before every class and be prepared to discuss, critique and debate them. Please note that I generally take attendance and keep weekly notes on class participation in relation to the course readings (class participation is marked as 0 “did not participate”, 0.5 “meaningfully participated a couple of times” or 1 “active and meaningful participation in relation to the course readings”). Students are encouraged to sign up the reading discussion sheet on cuLearn ahead of each class to indicate that they have read the required readings and are ready to discuss them in class. Signing up without participating in class discussions does not count.

b) Debates (10%)
Every class will feature a debate about a specific question. The debate format will include two teams (each team consisting of two students) who will advance opposite positions or points of view. Each student is expected to present for about five minutes and then respond with a rebuttal of around two minutes. Students should sign-up to participate in the debate in advance (you can sign-up in class). The questions to be debated will be available on cuLearn.
Each student should participate in two debates during the term. Students are expected to prepare with their fellow teammates for both positions. The position of each team will be determined by a draw of a hat shortly before the debate is to commence. Assessment will be based on how well the presented arguments are researched and supported by peer-reviewed academic evidence as well as how well organized and coordinated the team members are. This is regardless of who is perceived to have won the debate as some positions/points of view are harder to defend than others. Students in the same team might get different individual grades in case there are obvious differences in debate preparation and performance.

c) Critical writing assignments (40%)
There are two critical writing assignments in this course. Students are expected to write long essays in response to a set of questions based on the course readings. Each critical writing assignment is expected to be around 6-8 double-spaced pages long. The first critical writing assignment is due on October 29th; the second on December 7th. The questions and further guidelines will be posted on cuLearn and discussed in class.

d) Term paper (35%)
Students are expected to submit 8-10 double-spaced page paper based on research questions chosen in consultation with the instructor. Students will be working on the paper throughout the term. Further guidelines will be posted on cuLearn and discussed in class. Students are expected to submit the following.

- Research question(s) & list of references due on Sept. 24th (worth 5%)
- Detailed outline & list of references due on Oct. 15th (worth 10%)
- Final paper due on Nov. 26th (worth 20%)

Hard copies of the creative writing assignments/term paper are due at the beginning of class (see the due dates outlined above). If students cannot make it to class, they should leave hard copies in the Sociology drop box (Loeb Building; 7th floor, B750). The cover page should include the student’s name, the professor’s name (Dr. Rania Tfaily) and the course number (SOCI 4043). Assignments not handed in on time are penalized at a rate of 5% per day in the absence of a valid and documented excuse. If you require an extension, submit a medical note and/or a written documentation.

Academic Regulations, Accommodations, Plagiarism:
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with
Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). *The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall 2018 (December) exam period is November 9, 2018.*

**For Religious Obligations:**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Pregnancy:**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Survivors of Sexual Violence**
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [www.carleton.ca/sexual-violence-support](http://www.carleton.ca/sexual-violence-support)

**Accommodation for Student Activities**
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. [https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf)

**Plagiarism**
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The
Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Audio and/or video recording of the lecture/class is not permitted.
- All phones, music players and similar devices must be switched off.
- I generally do not allow laptops, tablets and similar devices in my classes. However, since this is a relatively small class, I am willing to consider a modified policy (to be formulated by the instructor and the students) that would allow students to use laptops/ tablets for educational purposes while at the same time not negatively impacting their (as well as other students’) attention, learning and class engagement.
- It is the students’ responsibility to know the content of this syllabus.
- It is the students’ responsibility to check cuLearn regularly for announcements and course related materials.
- This syllabus is subject to minor modifications throughout the term at the discretion of the instructor.
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
• Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.

• In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.

• Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

Course Reading List

September 10th – Introduction: Conceptualizing Families

Required Reading
• Trost, Jan. 1990. “Do We Mean the Same by the Concept of Family.” Communication Research 17(4): 431-443.

Optional Readings

September 17th – Families in Historical Perspective

Required Readings

Optional Readings

September 24th – Theoretical Approaches

Topic, research question(s) and references due

Required Readings

Optional Readings

October 1st – Youth and Young Adulthood

Required Readings

Optional Reading

October 8th – Thanksgiving Holiday, No Class
October 15th – Intimate Relations, Cohabitation and Marriage

Required Readings


Optional Readings


October 22nd – Fall Break, No Class

October 29th – Parenthood

Critical writing assignment # 1 due

Required Readings


Optional Readings

November 5th – LGBTQ Families

**Required Readings**

**Optional Readings**

November 12th – Separation and Divorce

**Required Readings**

**Optional Readings**

**November 19th – Social Class and Families**


**Optional Readings**


**November 26th – Gender and Families**

*Term paper due*


**Optional Readings**


December 3rd – Parental Leave Policies

Required Readings

Optional Readings

December 7th – Aging

Critical writing assignment # 2 due

Required Readings