

McMaster University
Department of Sociology
Sociology 3D03 Special Topics in the Sociology of Family
Marriage Immigrants and Families
January 2016- April 2016

Lecture: Wednesday 11:30am-1:20pm
Tutorials: Friday 1:30pm – 2:20pm
Class Location: KTH B 124

Course Instructor: Dr. Lina Samuel
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Office: KTH-632
Office Phone Number: ext. 23617
Office Hours: Mondays 1-2pm (or by appointment)

Course Description:

This course seeks to provide a broad understanding of immigrant families, marriage and family life. There is a great deal of diversity and variation in family practices within Canada and globally. The course examines this variation within an historical context and relates it to contemporary social research and social theory. Grounded in a contemporary feminist theoretical critique, the course examines the changing trends in immigrant family life. While the focus is on immigrant families, we will also look at the changing families structures in Aboriginal Families who have been in Canada for thousands of years. Only Aboriginal Families are native to Canada, all other families are families of immigrants. The course seeks to give some context to the current structure of African Canadian families and South Asian families as key examples of immigrant families. The course also looks at the second generation immigrant children and the specific challenges they face in choosing marriage partners and dating. Through the use of an annotated bibliography assignment students are encouraged to research other immigrant family structures.

Course Objectives:

This course addresses University Undergraduate Degree Level Expectations (see, [University Undergraduate Degree Level Expectations](#)):

Through this course, students will:

- Debate and apply diverse sociological theories to analyze the immigrant family and marriage patterns;
- Explore the complexity and diversity of family structures;
- Examine historical, social, political, economic forces which shape the family;
- Have an understanding of the interconnections of race, class, gender, sexuality, disability and age within the context of family life; and,
- Be familiar with contemporary research on the immigrant family, marriage and migration

The URL cited above is accessible at the bottom of the department's "Course Outlines" web-page: <http://www.sociology.mcmaster.ca/undergraduate-program/course%20outlines>. Click on "Learning Outcomes".

Learning Outcomes for Sociology 3D03

This course addresses three University Undergraduate Degree Level Expectations (see, [University Undergraduate Degree Level Expectations](#)). By the end of the course the student will be able to critically evaluate the current literature and sociological research in the immigrant families, marriage and migration. Students will be able to critically evaluate the sociological theories that inform the marriage and migration. Finally, students will be able to understand the historical and social construction of marriage.

These objectives reflect several of McMaster's Undergraduate Degree Level Expectations (see <http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>).

Course Format: 1-2 hour lecture, once per week (Wednesday)

Course Texts

Course packet available at the McMaster Bookstore

It is important you keep up with the readings. I encourage students to ask questions, and discuss work with other students. For the tests you will be responsible for both the required readings as well as lecture material. There is a participation grade of 10% and I hope this encourages student engagement in class.

Grading:

The grades are based on two in class term tests, two written assignment and participation.

Evaluation:

Term 1 Test: 25% Wed. Feb. 10 full class period

Term 2 Test : 25% Wed March 30 full class period

Writing Assignment 1: 10% (due: Wednesday Jan 27 in class)

Writing Assignment 2: 30% (annotated bibliography 5 pages due Wednesday Feb. 24 in Class)

Participation: 10% (in class participation and 2-documentary film reflections 1-2pges double spaced)

Procedures and Rules

ACADEMIC DISHONESTY:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

DEPARTMENTAL/UNIVERSITY POLICIES:

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff do NOT date-stamp assignments, nor do they monitor the submission or return of papers.

1a. Missed tests

Students who miss a term test will be assigned a mark of zero for that test unless their absence is supported by university approved documentation.

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self-reporting tool for Undergraduate Students to report absences that last up to 3 days **and provides the ability to request accommodation for any missed academic work.** Please note, this tool cannot be used during any final examination period.

You may submit a maximum of **1 Academic Work Missed request per term.** It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, **exceed 1 request per term,** or are absent for a reason other than medical, you **MUST** visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out when you are about to return to class after your absence.

If your Request is **APPROVED** and a make-up test is required, you will write the make-up test on the **designated date selected by the instructor.** No student is automatically entitled to a second make up test. It is your responsibility to write the tests on the day in which they are scheduled.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (eg. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be

given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

1b.Late assignments

- You are expected to complete assignments on time.

Assignments are due at the beginning of the class lecture on the due date. Late assignments will be subject to a penalty of **5%** per day. The Penalty period does include weekends and holidays. **Please make every effort to hand assignments in on the due date.**

Please come see the instructor if you are experiencing any difficulty with the assignment or the material presented in class. Only hard copies will be graded.

Please note that only McMaster emails will be considered official. Emails from other addresses may disappear into the black hole of spam filters.

- You are expected to keep a back-up, hard copy of your assignment in case it is lost.
- **Accommodation provision:**
Medical Certificate must state that you were ill on the due date of the assignment for a one day extension. For a longer extension you must prove that you were sick during a longer period or prove an exceptional, unforeseen circumstance.

2. Grade appeals. The instructor and teaching assistant(s) take(s) the marking of assignments very seriously, and 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 simply alert the instructor of the error
- In the case of more substantive appeals, you must:
 1. Wait at least 24 hours after receiving your mark.
 2. Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.

If you wish to appeal your assignment grade:

A. You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

B. Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor during office hours or after the lecture.

C. You will receive a response via email or in person about your re-grade.

3. Electronic communication and electronic learning technology: Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. You must submit hard copies of your assignments
- All emails must include the course code (Soc. 2Q06) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 24 hours of receipt.
- Treat emails as you would any other professional communication.
- All general questions about the course that are NOT addressed on the syllabus and course website should be asked in class. If you cannot figure something out, chances are your inquiry will be useful for the entire class.

Emails that do not follow these guidelines will not receive a response.

4. Classroom etiquette

Students are expected to arrive at class on time. Laptops are allowed in class and should be used for taking notes. Other uses, emailing, web surfing will result in the student's being required to turn off the laptop and it may affect your final grade.

Coming to lectures late, leaving early, not attending tutorials **will** impact your final grade.

Videotaping and recording lectures is **strictly forbidden** without written permission from the instructor.

Lecture Schedule: *(Subject to adjustments as we progress through the course)*

Wednesday, January 6 Lecture 1 Introduction to the Course

Course Outline and Expectations/Assessments

Wednesday, January 13 Lecture 2 Theoretical Perspectives on the Family and Marriage

Downing, J. B. and Goldberg, A.E. "Lesbian Mothers' Construction of the Division of Paid and Unpaid Labour." Pp. 309-327 in Exploring Family Theories 3rd Edition. Oxford: Oxford University Press.

Smith, Suzanne R. and Raeann R. Hamon. 2012. "Feminist Family Theory." Pp. 291-327 in Exploring Family Theories 3rd Edition. Oxford: Oxford University Press.

Smith, Suzanne R. and Raeann R. Hamon. 2012. "Structural Functionalism." Pp. 42-68 308 in Exploring Family Theories 3rd Edition. Oxford: Oxford University Press.

Wednesday, January 20 Lecture 3 Marriage and Family History

Ven Den Hoonaard, Deborah K. 2014. "Marriage and Death Rituals." Pp. 147-165 in David Cheal and Patrizia Albanese, (Eds.), Canadian Families Today: New Perspectives 3rd Edition. Oxford: Oxford University Press.

Friday, January 22 Tutorial 1: Assistance and questions on Writing Assignment 1

Wednesday, January 27 Lecture 4 History of Family Immigration in Canada

***Writing Assignment 1 Due in Class**

Amber, Anne-Marie. 2015. "History and Cultural Diversity of Canadian Families." Pp. 35-66 in Changing Families: Relationships in Context 3rd Edition. Toronto: Pearson.

Friday, January 29 Tutorial 2: Review of concepts for Test 1

Wednesday, February 3 Lecture 5 Aboriginal Families in Canada

Anderson, Kim. 2011. "Marriage, Divorce, and Family Life." Pp. 113-119 in Martin J. Cannon and Lina Sunseri, (Ed.), Racism, Colonialism and Indigeneity in Canada. Oxford: Oxford University Press

Leacock, Eleanor B. 2009. "Women in an Egalitarian Society: The Montagnais-Naskapi Of Canada." Pp. 43- 54 in Family Patterns Gender Relations 3rd Ed. Toronto: Oxford University Press.

Stevenson, Winona. 2011. "Colonialism and First Nations Women in Canada." Pp. 44-56 in Martin J. Cannon and Lina Sunseri, (Ed.), Racism, Colonialism and Indigeneity in Canada. Oxford: Oxford University Press.

Friday February 5 Tutorial 3: Experimental Eskimos Documentary (1 page Film Reflection due next week)

Wednesday, February 10 Test 1 (In – Class Full Class Period)

READING BREAK Feb 15-20

Wednesday, February 24 Lecture 6 South Asian Family Structure/ Family Structure in the Diaspora

***Writing Assignment #2 due in class.**

Laungani, Pittu. 2005. Changing Patterns of Family Life in India." Pp. 85-103 in Jaipaul L. Roopnarine and Uwe P. Gielen, (Eds.) Families in Global Perspective. Boston: Pearson.

Abbott, Douglass A. and Pallabi Moulik Gupta. (2009). "Influence of American Culture on East Indian Immigrants' Perceptions of Marriage and Family Life." Pp 93-116 in Rochelle L. Dalla, John Defrain, Julie Johnson and Douglas A. Abbott, (Eds). Strengths and Challenges of New Immigrant Families: Implications for Research, Education, Policy, and Service. Boulder: Lexington Books.

Friday, February 26 Tutorial 4

Wednesday, March 2 Lecture 7 Second Generation Youth Dating and Marriage

(Documentary: *Some Kind of Arrangement* NFB Film in class)

Samuel, Lina. 2010. "Mating, dating, marriage: Intergenerational Cultural Retention and the Construction of Diasporic Identities Among South Asian Immigrants in Canada." *Journal of Intercultural Studies*, 31 (1): 95-110. [**On Line Resource**]

Friday, March 4 Tutorial 5 (1 page film reflection due)

Wednesday, March 9 Lecture 8 Black Families in Canada

Calliste, Agnes. 2001. "Black Families in Canada: Exploring the Interconnections of Race, Class, and Gender." Pp. 401-419 in Bonnie J. Fox, (ed.), Family Patterns, Gender Relations 2nd Ed. Toronto: Oxford University Press.

Sudarkasa, Niara. 2001. "African-American Families and Family Values." Pp. 377-392 in Bonnie J. Fox, (ed.), Family Patterns, Gender Relations 2nd Ed. Toronto: Oxford University Press.

Friday, March 11 Tutorial 6

Wednesday, March 16 Lecture 9 Transnational Families

Charsley, Katharine. 2005. "Unhappy husbands: Masculinity and migration in transnational Pakistani marriages." *Royal Anthropological Institute*, 11: 85-105.

Fanjoy, Martha. (2012). "Cattle money, and the search for good girls". Pp. 295-307 in Kenise Murphy Kilbride, (Ed.), Immigrant Integration: Research Implications for Future Policy. Toronto: Canadian Scholars Press International.

Percot, Marie. (2012). "Transnational masculinity: Indian nurses' husbands in Ireland," *E-Migrinter*, 8: 74-86.

Friday, March 18 Tutorial 7

Wednesday, March 23 Lecture 10 Migrant Workers, Families, Mothering and Social Policy

Cohen, Rina. 2000. "Mom is a Stranger": The Negative Impact of Immigration Policies on the

Family Life of Filipina Domestic Workers” *Canadian Ethnic Studies Journal* 32 (2).
OnLine PDF Resource on Avenue

Cohen, Rina. 2015. “Transnational motherhood: Constructing intergenerational relations between Filipina migrant workers and their children.” Pp. 155-171 in *Engendering Transnational Voices*. Waterloo: Wilfrid Laurier Press.

Brigham, Susan. M. 2015. “Mothering has no borders: the transnational kinship networks of Undocumented Jamaican domestic workers in Canada.” Pp. 135-153 in *Engendering Transnational Voices*. Waterloo: Wilfrid Laurier Press.

Friday, March 25 Good Friday No Tutorial

Wednesday, March 30 Test 2 In-Class Full Class Period

**Wednesday April 6 Handing Back Writing Assignment 2 Reflections on the Course
Any Issues with Grading Come See Me ASAP!**

April 4-April 11 Exam Ban Period

***Have a Restful Spring and Summer Break! For those who are graduating this term
CONGRATULATIONS! Well Done!***