**McMaster University**

**Department of Sociology**

**Sociology 4AA3 Special Topics in the Sociology of Family**

**Marriage Migration Immigrants and Families**

**September 2022– December 2022**

**Tuesday 11:30-14:20**

**Class Location: JHE 326H**

**Course Instructor: Dr. Lina Samuel**

**Email:** [lsamuel@mcmaster.ca](mailto:lsamuel@mcmaster.ca)

**Teaching Assistant: TBA**

**Email:** [**TBA**](mailto:masris2@mcmaster.ca)

**Office: KTH-632**

**Office Phone Number: ext. 23617**

**Office Hours: Wednesday 1:30pm-2:30pm (email and make an 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 family structures in Indigenous Families who have been in Canada for thousands of years. Only Indigenous 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**:

Through this course, students will:

* 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

**Course Learning Objectives for Sociology 4AA3**

This course addresses three University Undergraduate Degree Level Expectations (see, htttp://cll.mcmaster.ca/COU/degree/undergraduate.html)). 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 marriage and migration. Finally, students will be able to understand the historical and social construction of marriage.

**Course Format:** 2-hour lecture followed by a 50 mins selected tutorial/ discussion on Tuesdays.

**Course Texts**

Course packet readings available through **eReserves on the McMaster Avenue Course Link-Avenue Content Page Soc 4AA3.**

For the tests you will be responsible for both the required readings as well as lecture material.

**Grading:**

The grades are based on two in class term tests, two written assignments and two documentary film reflections and attendance.

**Evaluation**:

Term 1 Test: 20% full class period (Multiple Choice)

Term 2 Test: 20% full class period (Short Answer and Long Answer Essay)

Writing Assignment 1 Connecting to your lived experience: 10%

Writing Assignment 2 Annotation Assignment: 30%

Documentary Film Reflections: Two Film Reflections 10% (5% each)

(We will be watching five short films you need to submit **two reflections**)

Attendance/Participation: 10%

Please also remember to **keep saved copies of your paper** and any written work on a separate file/memory key.

**Procedures and Rules**

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academiccredentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academiccredit or advantage. This behaviour 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 types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity)**.**

The following illustrates only three forms of academic dishonesty

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

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca%20) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)policy.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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## Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, 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.

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## Course Modification

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.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## Grades

Grades will be based on the McMaster University grading scale:

| **MARK** | **GRADE** |
| --- | --- |
| 90-100 | A+ |
| 85-90 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |

**Course Procedures and Policies:**

**1a. Please submit all assignments on the Avenue Assignment Page prior to the deadline.** Do not submit assignments to my email address.

**1b. 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.

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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.

**1c. Late assignments**

* You are expected to complete assignments on time. Assignments are due 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 form other addresses may disappear into the black hole of spam filters.

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* 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 be accepted via Avenue to Learn.
* All emails must include the course code (Soc. 4AA3) 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.

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

## 4. Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

**5. Classroom etiquette (This term Winter 2021 we are online using Echo 360 lectures)**

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.

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

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

*Documentary Reflection Questions are visible on Avenue Assignments. They are due one week after viewing in class. Remember you only have to submit* ***two*** *reflections (we watch five during our semester in class)*

**Tuesday September 6**

**Lecture 1 Introduction to the Course**

Course Outline and Expectations/Assessments

**Tuesday September 13**

**Lecture 2 Theoretical Perspectives on the Family and Marriage (Review of theory)**

McDaniel, S.A. and L. Tepperman. 2015. “Families and Family-like Relations: Definitions,Theories and Research.” Pp. 1-27 *Close Relations: An Introduction to the Sociology of Families, 5th Edition*. Pearson Education Canada.

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

**Tuesday September 20**

**Lecture 3 Marriage and Family History**

Bardis, P.D. 1964. “The Ancient Greek Family.” *Social Science* 39 (3).

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.

*Documentary: Kosher Love (45minutes)*

**Tuesday September 27**

**Lecture 4 History of Family Immigration in Canada**

\***Writing Assignment 1 Due by 11:59pm on Avenue Assignments**

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

*Documentary Shafia Family Murders: House of Shafia (2012) CBC Fifth Estate (45:14 mins)*

*\*this is a difficult film to watch\**

**Tuesday October 4**

**Lecture 5 Indigenous 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.

*Documentary: Experimental Eskimos Documentary (50 mins)*

**FALL BREAK MONDAY Oct. 10- SUNDAY Oct. 16**

**Tuesday October 18 Test 1 (In-class))**

**Tuesday October 25 Lecture 6**

**South Asian Family Structure/ Family Structure in the Diaspora**

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.

*Documentary: Documentary 101 East-Australian Dowry Deaths Al Jazeera (25 minutes)*

**Tuesday November 1**

**Lecture 7 Second Generation Youth Dating and Marriage**

**\*Writing Assignment 2 due by 11:59pm on Avenue Assignments \***

Nesteruk, O and A. Gramescu. 2012. “Dating and Mate Selection Among Young Adults from Immigrant Families.” *Marriage and Family Review* 48 (1): 40-58

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 on Avenue]**

*Documentary: Some Kind of Arrangement NFB Film (45mins)*

**Tuesday November 8**

**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.

**Tuesday November 15**

**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.

**Tuesday November 22**

**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.

Kim, Seongeun, Kate Conway-Turner, Bahira Sherif-Trask and Tara Wollfold. 2006. Reconstructing mothering among Korean immigrant working class women in the United States. *Journal of Comparative Family Studies*. Volume 37 (1): 43-58. [**Online PDF Resource on Avenue]**

**Tuesday November 29 Test 2 (In-class)**

**Tuesday Dec 6 Returning Annotations**

***Any Issues with Grading? Please come see me ASAP.***