



Camosun College
School of Arts & Science
Social Sciences Department

Sociology 160
Family and Community

Section 1: Tuesdays and Fridays 1:30 — 2:50 p.m. **May Change**
Lansdowne Campus. Room **TBA**
Winter, 2004

The updated course description is available at: www.bartle.disted.camosun.bc.ca

Instructor:	Phil Bartle, PhD
Office hours:	Tuesdays, Fridays, 4:00-5 p.m. May Change or by appointment
Location:	TBA
Phone:	TBA
E-mail:	bm038@scn.org
Website:	http://www.scn.org/cmp/

Calendar Description:

A study of the variety and dynamics of marriage and family life in contemporary society, with a critical examination of significant issues facing families. The ways that families adapt to a changing society will be discussed. The causes of family difficulties in dealing with societal and familial problems will be investigated.

Specific Description:

Students study the variety and dynamics of family life and community in contemporary society with a critical examination of significant issues. How families adapt to change in society is discussed. Special attention is paid to changing trends, variations in families, gender relations, family violence, community oriented interventions, and social policies. (T)

Prerequisites: English 12 with a "C+" or assessment.

Learning Outcomes:

Upon successful completion of this course the student is expected to:

- 1) distinguish between facts and personal opinion about family and marriage;
- 2) discern families from an historical perspective;

-
- 3) analyse varieties of family lives;
 - 4) comprehend diversities of family forms;
 - 5) observe changing patterns and trends of Canadian families including demographic aspects;
 - 6) understand sociological conceptual perspectives and apply them to contemporary family lives;
 - 7) learn about the internal development of the family through the life cycle and the dynamics of interactions within a family system;
 - 8) connect family experiences with external social forces;
 - 9) review family relationships and situations from micro and macro perspectives; and
 - 10) recognise power relationships within families.

Specific Course Objectives:

Students, on successful completion, will be able to:

- Distinguish between the major perspectives in sociology and how they are used in the analyses of family and community;
- Appreciate the diversity of families and communities as they vary by: social class, time, location, ethnicity, religion, demographics, sexual preference, societal trends and social change;
- Identify the social dimensions within and external to families and communities, including technology, economy, power, institutions, values and beliefs;
- Understand the social processes of socialization (*primary and secondary*) and the roles of family and community in cultural reproduction;
- Analyse changes in families and communities through life cycles, family cycles, social and cultural change, urbanisation and changing laws, regulations and practices; *and*
- Learn about selected social problems and methods of family intervention and community interactions.

Required Materials

Baker, Maureen, ed

1996 *Families; Changing Trends in Canada*, Third Edition.
Toronto: McGraw-Hill Ryerson.

Bartle, Phil

2004 *What is Community?*
www.scn.org/cmp/whatcom.htm
Seattle, Seattle Community Network

<http://www.scn.org/cmp/> (*click on Camosun*)

Students are required to obtain an email address to receive electronic copies of handouts and other material.

Additional appropriate material from credible sources to which the instructor will refer. Alternative readings on the internet will be sought.

Method of Instruction

The course will be based on a series of lectures, followed by seminar-type discussions in which the students are urged to participate. Office hours and an email loop are both used for answering student generated questions and course-related dialogue. Students are expected to participate in both the lectures and tutorials, and in the email and internet discussion.

Basis of Student Assessment

Evaluation will be based on two in-class examinations and one final examination, each accounting for twenty percent of the final grade. Each examination will consist of two essay questions, chosen at the time of the exam, and will cover material from the readings, lectures, and discussions. All examinations will be graded anonymously and on the basis of their sociological quality and English proficiency.

A practical research project will be described in the lectures, and will account for twenty per cent of the final grade. The assignment will include a required proposal, which will account for five per cent of the final grade, which must be approved by a specific deadline. That proposal must be approved prior to the research being started. Students will be required to read their proposals in a class set aside for that purpose.

A weekly assignment will be written in class, and will be combined with class participation to be used for fifteen per cent of the final grade.

In evaluating the examination papers, the emphasis will be on understanding and analysis, rather than recitation of facts. Avoid memorising sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorisation will receive a grade of Zero. As for analysis, your learning strategy should be to understand the relationships among facts, not the facts alone. Another important aspect of your paper is illustration. After discussion and analysis, give examples from current or historical developments in society. This will show that you understand the concepts and theories and are able to apply them to society as tools for analysis.

More specifically, each exam paper must:

1. show a full understanding of the thesis and the main arguments of the topic;
2. cover all the major components of the topic;
3. be organised and cohesive;
4. be written in clear English and communicate ideas effectively;
5. focus on the topic and avoid unrelated material from other topics or elsewhere;
6. avoid “*fillers*”, padding, repetitions, and vague generalities which can be used for any exam topic; *and*
7. illustrate the theory by giving appropriate examples, thus “*applying*” the theory to society.

Examination Procedures

The dates of the first and second examinations will be set in the regular lectures, with an attempt to minimise students having to write too many mid terms in one week. The third examination will be held during the final exam week. All examinations must be written in the section of the course in which the student is officially registered.

A grade of Zero will be granted for absence during examination, unless the student produces a medical certificate confirming serious illness and writes the substitute exam within one week of recovery.

The examination papers for the first and second examinations must be claimed by the student in person during the class session in which the papers are returned or the following session.

Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	I = See Calendar for Details
B+ = 80 - 85%	C = 60 - 64%	AUD = Audit
W = Official withdrawal has taken place.		

Tutorial Assistance

Since the pool of questions from which examination topics will be chosen are known in advance, students are strongly urged to prepare draft essays based on these questions and bring them (*or submit them by email attachment*) for review and tutorial assistance well before the exam date. This will ensure that the issues are understood and the papers are on the right track.

Academic Misconduct

Academic misconduct includes, but is not limited to, the following acts:

- giving, receiving, or obtaining unauthorised information during any type of examination or test;
- obtaining or providing unauthorised questions or answers relating to any examination or test prior to the time of the examination or test;
- asking or arranging for another person to take any examination or test in one's place;
- plagiarising, that is, appropriating the work of another or parts or passages of another's writing, or the ideas or language of the same, and passing them off as a product of one's own mind or manual skill.
- Disruptive behaviour which limits the ability of the instructor to provide presentations.

Academic misconduct will result in a grade of "F" for the entire course. The students should note that in accordance with the college policy quoted above, mere access to unauthorised information (*for example, texts or lecture notes*) constitutes academic misconduct. It is not necessary for the instructor to prove that the information has been used by the student.

Tape-Recording in the Classroom

In order to ensure free and open discussion of controversial ideas by the students, tape-recording of the proceedings is not permitted in class. Exceptions, however, will be made for students who are visually impaired or are unable to write due to physical disability.

Procedure Changes

In order to deal with the day to day management of the course, new procedures or revisions to procedures may be implemented from time to time throughout the semester. This includes the schedule listed below. Such procedures and revisions will be announced in class for two

consecutive sessions before they are implemented. It is the responsibility of each student to keep informed of such developments.

All matters that are not covered by this course outline are governed by official college policies and procedures.

Course Content and Study Guide

Lectures will focus on explaining and answering the following topics and questions. These topics and questions, in turn, will constitute the source from which the examination questions will be cumulatively chosen through a random selection process (using a *standard deck of cards*) at the time of each exam.

Outline

Week One

1. Introduction to Family and Community

2. The Sociological Perspective

Baker, Chapter 1: Definitions, Cultural Variations and Demographic Trends

What is Community? www.scn.org/cmp/

♠ Explain how sociology differs from psychology and social work. How can it contribute to the understanding of families and communities?

♣ To what extent is sociology, "*A way of looking at things about which we already know?*"

Week Two

1. The Major Perspectives in Sociology

2. Detailed instructions for proposal and research project

Baker, Chapter 2: Conceptualising Families: Theoretical Frameworks & Family Research

Community Research. www.scn.org/cmp/

♠ Distinguish between functionalism, symbolic interactionism and conflict approaches.

♣ "*A society is not a group of people.*" Discuss

Week Three

1. Industrialisation, Technology, Immigration

2. Applications of the Three Perspectives

Baker, Chapter 3: Biases in Family Literature

Sociological Perspective. www.scn.org/cmp/

♠ "*The ideal of the nuclear family appeared with the industrial revolution.*" Discuss. **OR** Identify seven biases in family literature and describe one of them and reasons why it is problematic.

♣ Discuss the notion that technological changes cause changes in family dynamics.

Week Four

1. History, Social Change, Families and Communities

2. Presentation and Submission of Proposals

Baker, Chapter 4: Social, Economic and Cultural Origins of Contemporary Families

The Economic Dimension www.scn.org/cmp/

♠ Explain the "*Myth of the Traditional Family.*" Why is it misleading or how can it be misused?

♣ Sketch some of the origins and development of families today. Use one of the three sociological perspectives in an analysis of it.

Week Five

1. Economics and Division of Labour

2. Political Dimension of Communities and Families

Baker, Chapter 5: Paid and Unpaid Work; How Do Families Divide Their Labour

The Political Dimension. www.scn.org/cmp/

9♠ What work is needed to maintain a family? Who does what has changed over the last century; how?

10♠ Why is there a conflict between work and family obligations? **OR** Identify some of the main elements of a political analysis of family dynamics?

Week 6

1. Family Variations, Ethnicity in Canada

2. First Test

Baker, Chapter 6: Ethnic Families

Unity Organising. www.scn.org/cmp/

J♠ Canada was described as a mosaic in contrast to the USA which was called a melting pot. In ethnic variations in family practices, do the facts support this?

Q♠ Identify seven categories of ethnic groups in Canada. Are these sufficient to analyse the ethnic variations in family life? **OR** Describe four separate independent external factors which affect family organisation.

Week Seven

1. The Family Life Cycle (1)

2. Matriliney and Bilateral Kinship (*Akan case study*)

Baker, Chapter 7: Intimacy and Commitment in Family Formation

Bartle: Special Presentation on Kwawu Kinship (*take notes*).

(*Library references: Oppong, Rattray and Fortes*).

K♠ "Love and marriage must go together." Discuss from a sociological approach.

A♠ Bartle argues that western cultural influences and the decline in matriliney among the Akan has resulted in a decline in the status and power of women. Discuss

Week Eight

1. Socialization. Child rearing. Cultural Reproduction

2. "It Takes a Village."

Baker, Chapter 8: What are Children and How Do They Become Adults.

2♣ Cultural reproduction is the responsibility of the whole society. What are the implications for families and for the state in this assertion?

3♣ "From the perspective of the egg, a chicken is a means of reproducing the egg." How does this strange statement relate to the sociology of socialization? **OR** How have the roles of the family changed, with respect to socialization of children, over the last fifty years?

Week Nine

1. The Family Life Cycle (2)

2. Is a Seniors Home a Community?

Baker, Chapter 9: Family Lives of Middle Aged and Elderly

4♣ Elders and seniors are more highly respected in many immigrant and First Nations families than in most main stream Canadian families. Expound.

5♣ Identify the "gemeinschaft" factor in seniors' homes.

Week Ten

1. Social Problems and Family Life

2. Community and Social Problems

Baker, Chapter 10: Divorce and Remarriage

6♣ Identify a family problem and distinguish between it as a psychological problem and as a social problem.

7♣ Describe an example where a family problem may be resolved through community oriented methods. What problems may arise, and what advantages would accrue to this approach?

Week Eleven

1. Dysfunctional Families and Violence

2. Second Test

Baker, Chapter 11: Patterns of Family Violence

8♣ To what extent is FGM a form of family violence? Why?

9♣ If spouse battering is a social problem (*explain*), what are its social solutions?

Week Twelve

1. The Possible Roles of Government

2. The Community as a Mechanism for Intervention

Community based Social Work, www.scn.org/cmp/

Baker, Chapter 12: Families, The State and Family Policies

10♣ What modifications need to be made to the Radda Barnen programme of community based social work in Afghan refugee camps to be useful in Canada?

J♣ Poverty of children in Canada is high (*relative to other countries*) and increasing. What problems have provincial and federal governments faced when trying to rectify this?

Week Thirteen

1. The future of Family Life

2. The Future of Communities

Baker, Chapter 13: The Future of Family Life

Q♣ Based upon current trends (*specify*), what changes in family life can we expect in the future?

K♣ As the world becomes more urban, we can expect the demise of "*gemeinschaft*." Agree or disagree (*not both*).

Week Fourteen

1. Presentations and Critiques of Research Projects (1)

2. Issues Arising

Exam questions arising from class discussions

A♥ TBA

2♥ TBA

Week Fifteen

1. Presentations and Critiques of Research Projects (2)

2. Issues Arising

Exam questions arising from class discussions

3♥ TBA

4♥ TBA

Final Exam

Time and location will be set by the College.

Note that lectures are a separate source of material presented, and not a substitute or interpretation of the required reading. Testing will require mastery of both, plus independent research and analysis.

Main Written Sources on Which Exams are Evaluated:

Baker:

1. Definitions, cultural variations and demographic trends
2. Conceptualising families: Theoretical frameworks and family research
3. Biases in family literature
4. Social, economic and cultural origins of contemporary families
5. Paid and unpaid work; how do families divide their labour
6. Ethnic families
7. Intimacy and commitment in family formation
8. What are children and how do they become adults. Socialization. Child rearing
9. Family lives of middle aged and elderly
10. Divorce and remarriage
11. Patterns of family violence
12. Families, the state and family policies
13. The future of family life

Bartle:

What is Community?

Sociological Perspective

Community Research

Community Based Social Work

Culture and Social Animation

Gender

FGM

Various readings on Marx, Weber, Durkheim, Tönnies

Feedback on assignments

Students:

Email questions, answers and comments

Internet Journaling

Deck:



Recommended Materials or Services to Assist Students to Succeed Throughout the Course

Students are encouraged to utilise support services available at the Writing Centre to prepare for their essay exams.

Learning Support And Services For Students

There is a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

Academic Conduct Policy

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The

policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-8