

Camosun College
School of Arts & Science
Social Sciences Department
Sociology 160

Family and Community

Section 1: Lansdowne Campus. [17964]

Tuesdays 14:30-15:50 Fisher 100 and Fridays 13:30-14:50 Fisher 200

Winter, 2005, January 10 to April 16

The updated course description is available here

Instructor: Phil Bartle, PhD

Office hours: See:

Location: Fisher 324A and cafeteria

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Web site: <http://www.scn.org/cmp/> Click on Camosun

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 community family and marriage;
2. discern families and communities from an historical perspective;
3. analyse varieties of family lives and communities;
4. comprehend diversities of family forms and communities;
5. observe changing patterns and trends of Canadian families and communities including demographic aspects;

6. understand sociological conceptual perspectives and apply them to contemporary family lives and communities;
7. learn about the internal development of the family through the life cycle and the dynamics of interactions within a family system;
8. connect community and family experiences with external social forces;
9. review family and community relationships and situations from micro and macro perspectives; and
10. recognise power relationships within families and communities.

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

Nancy Mandell, and Ann Duffy, eds.
2005 *Canadian Families; Diversity, conflict and change*.
Toronto; Thomson, Nelson

Bartle, P. *The Sociology of Communities, An Introduction*. 2005. Victoria: Camosun Imaging.

Internet access.

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

Two articles on reserve in the library: on research and report writing.

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

Package of three holed lined paper, 8 1/2 X 11, and a bold pen.

Willingness and ability to contribute to the course by participation in discussions.

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 and seminar discussions in which the students are expected 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 seminars, and in the email and internet discussion.

Look at and thoroughly become familiar with the document, "[Course Conduct](#)" (*available on the course web site*) and be sure your approach to the class is within its parameters. Students are expected to contribute to the course through various forms of participation.

In such a short time, the covering of all topics is at a rapid pace. Do not get behind. Read the topics before coming to class. (For each hour of class, reading course material should be for two hours).

Basis of Student Assessment

Evaluation will be based on one in-class mid term examination 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 forty per cent of the final grade. The assignment will include a required proposal, which will account for twenty per cent of the final grade, which must be submitted for approval 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. The research report will account for the other twenty per cent of the assessment.

An ungraded assignment will be written in class each week, and will be included as participation to be used for twenty per cent of the final grade. Showing up for class is insufficient participation, nor is bickering or pleading. Class participation will include discussion in class and on line, and will be judged by its contribution to the development of the course.

In evaluating the examination papers, the emphasis will be on understanding and analysis, rather than recitation of facts. Avoid memorizing sentences, in particular when it is not clear to you what the sentences mean. Papers indicating memorization 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.

1. show a full understanding of the thesis and include 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, structured well, as a logical argument;
5. communicate ideas effectively;
6. focus on the topic (avoid unrelated material from other topics);
7. avoid personal beliefs, feelings and unsubstantiated opinions;
8. avoid "fillers", padding, repetitions, and vague generalities; *and*
9. illustrate the answer by giving appropriate examples from personal experience or current affairs.

About ten percent of each exam will be assigned to each of the above elements.

Examination Procedures

The date of the in class examination is set in the regular lectures, with an attempt to minimize students having to write too many mid terms in one week. The final examination will be held during the final week of lectures. 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 mid term examination 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 essay answers based on these questions and bring them 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 unauthorized information during any type of examination or test;
- obtaining or providing unauthorized 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;
- plagiarizing, 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.

Sleeping and eating are not usually considered disruptive to this instructor, but extraneous talking or extraneous reading interfere with ability to lecture. 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 unauthorized 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 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.

Main Written Sources on Which Exams are Evaluated:

Mandell and Duffy

1. Canadian Families in Social Context
2. Family Histories
4. Family Lives of Native Peoples, Immigrants, and Visible minorities
6. Family Violence
7. Lesbian and Gay Parents
9. Family Poverty and Economic Struggles
10. "Politicizing the Personal" : Feminism, Law and Public Policy
11. Ageing and Families; Ties Over Time and Across Generations

Bartle:

1. What is Society?
 2. Re Viewing Culture:
 3. The “I” of the Beholder: The Classical Perspectives: Feminism
 4. Becoming Human: Reproducing Culture.
 5. Six Dimensions: Dimensions of Culture = Dimensions of Community
 6. Community Characteristics: *Gemeinschaft* and *Gesellschaft*. Essentialising. Constructed Communities.
 7. Organisation and Strength.
 8. Not Equal: Social Extrapolations of Biological Differences (race, sex, age). Production, Power, Prestige.
 9. Family: The Incest Taboo. Homosexuality. Elders. The Dark Side.
 11. Deviates and Control. Norms. Control. The Social Role of Gossip. Deviates. Enforcement. Restorative Justice.
 12. More People; More Strangers. Urbanisation. Population Density. Social Change.
 13. Applying Sociology: Practical Applications. Social Work. Using Communities to Intervene in Social Problems.
 14. Applying the Knowledge:. Poverty as a Social Problem. Empowering People by Empowering Community.
 15. Search and Research: Finding Out. Epistemology. Methods of Obtaining Information.
 16. Community Research: Measuring Capacity. Community Ethnography.
- End: Glossary

Henslin:

Research (on reserve in the library)

Community Empowerment Web Site:

Key Words

The Sociology of Communities

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

Akan Studies Web Site

Covert Gynocracy

Three Souls

Students:

Email questions, answers and comments

Internet Journalizing

Lectures

Outline Schedule of Topics:

Lesson One

Introductions. Course Housekeeping. Course Conduct. Participation. Office Hours.

Introduction to Family and Community; The Sociological Perspective

Mandell and Duffy, Chapter 1. Canadian Families in Social Context

Bartle: Chapters 1, 2, 3 , Society, Culture, Perspective

A♥ Explain how sociology differs from psychology and social work. How can it contribute to the understanding of families and communities? Describe a personal event that illustrates the sociological perspective. **OR**

Explain the difference between traditional and modern families in terms of different roles. Focus on gender. From your own experience, how has this difference affected you?

Lesson Two

Instructions for Research Proposal and Report

Henslin Chapter Two (on reserve in the library) Research Methods.

Bartle: Chapters 15, 16 Research

Bartle: Research papers on the class home page.

Lesson Three

Family and Community Research

Using the Sixteen Elements of Strength

See Henslin, Chapter 2. On reserve in college library.

Also see an article on writing social science papers.

Bartle: Internet readings on research.

2♥ List and briefly sketch Henslin's seven standard methods of social research. How does Bartle's community research go beyond those?

Lesson Four

Student Discussion of Potential Research

Proposals Due

Lesson Five

Applying Cultural Dimensions to Family and Community

Bartle: Chapter 5(6); the Six Dimensions

3♥ List but do not describe the six dimensions of culture. Choose one of them and use it to describe your family or community chosen for your research.

Lesson Six

Family Histories and Ideal Culture

Mandell and Duffy, Chapter 2. Family Histories

4♥ Mandell and Momirov argue that hunting was the main technology for most of Canada's history (p.31). How did that affect the nature of families? Illustrate from your own experience any residual elements of such families in modern Canadian society today.
OR

"The ideal of the 'traditional' nuclear family appeared with the industrial revolution."
Discuss.

5♥ Discuss the notion that technological changes cause changes in family dynamics. **OR**
"Love and marriage must go together." Discuss from a sociological approach. Provide an illustration from your own life.

Lesson Seven

Inequality, Race, Sex, Age and Class

Bartle: Chapter 8: Not Equal

6♥ Prejudice and discrimination based upon age, sex or race have specific features in common; what are they? From your own experience, illustrate each and demonstrate their common features. **OR**

While Marx saw a single element of class and only two main or important classes, later writers saw three elements and more classes. What was the single element and the two classes and what additional elements were added?

Lesson Eight

Family Lives of First Nations, Immigrants, and Visible minorities

Mandell and Duffy, Chapter 4. Family Lives of Native Peoples, Immigrants, and Visible minorities

7♥ Momirov and Kilbride list five specific challenges faced by immigrant youth (p.107). List those challenges. .

Lesson Nine

Matriliney and Bilateral Kinship (*Akan case study*)

Bartle: Covert Gynocracy; www.scn.org/cmp/ Click on Akan Studies

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

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

Mandell and Duffy, Chapter 4. Family Lives of Native Peoples, Immigrants, and Visible minorities

8♥ 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. How does this have relevance in your own life?

Lesson Ten

The Incest Taboo as a Social Institution

Submission of Proposals; Electronic and Hard Copy

Bartle: Chapter 9, Family and Kinship

9♥ Sketch some of the origins and development of Canadian families today. Use one of the three sociological perspectives in an analysis of it. Illustrate with an example or observation from your own life. **OR**

Bartle argues that the taboo against incest stands along with the development of language and tools in the formation of human culture. What is his reasoning in this. When, where and why is incest permitted?

Lesson Eleven

Lesbian and Gay Parents; Family Values

Mandell and Duffy, Chapter 7. Lesbian and Gay Parents

Bartle: Chapter 9, Family and Kinship

10♥ Some religious conservatives have suggested that legislation in Canada permitting same sex marriages will "weaken the family." How does their word "weaken" (as a decline in strength) vary from Bartle's definition of community or organizational strength? List at least five of the sixteen elements of strength in your explanation. Include an event or situation in your own life which illustrates your answer.

Lesson Twelve

Seminar Based on Proposals

Lesson Thirteen

Socialization. Child rearing. Cultural Reproduction

Bartle: Chapter 4; Becoming Human

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

Q♥ "*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?

Lesson Fourteen

"It Takes a Village." Seminar

Bartle: Chapter 4; Becoming Human

Bartle: Chapter 9. Families

K♥ While families historically have been assigned the role of socializing children, other institutions have also participated in the action. More recently, increasing amount or proportion of the socialization has been carried out by other institutions. What are they? Why have they grown? How has this affected you as an individual in society?

Lesson Fifteen

Family Violence; the Dark Side

Mandell and Duffy, Chapter 6. Family Violence
Bartle: Chapter 9. Families; the Dark Side
Bartle: Chapter 11. Deviates and Social Control

A♣ To what extent is FGM a form of family violence? Why? How does it differ from other forms of violence in families? **OR**

Duffy and Momirov show how symbolic interactionism sheds light on how perpetrators conceptualize and justify violence (p.161). Giving an example you have witnessed in your life, show how this would take place.

Lesson Sixteen Deviance, Social Control and Restorative Justice

Mandell and Duffy, Chapter 6. Family Violence
Bartle: Chapters 11. Deviates and Control

2♣ If spouse battering is a social problem (*explain*), what are its social solutions? **OR** Who are the most common victims of family violence? (p.144). What factors have contributed to this being overlooked? Illustrate with a real life observation you have made.

Lesson Seventeen Mid Term Test

Lesson Eighteen Family Poverty and Economic Struggles

Mandell and Duffy, Chapter 9. Family Poverty and Economic Struggles
Bartle: Chapter 14; Poverty as a Social Problem

3♣ Bartle talks of the "Big Five" of poverty. How can these be used to remove family or community poverty? **OR** Distinguish (with personal examples) between poverty as a social problem and as a personal problem. **OR** List and briefly describe the three structural causes of poverty described by Harman (p.241). Illustrate one of them from your own experience.

Lesson Nineteen Feminism, Law and Public Policy

Mandell and Duffy, Chapter 10. "Politicizing the Personal" : Feminism, Law and Public Policy

4♣ Who uses "special interest groups" to block legislation aimed at redressing gender inequality? How? Identify their main target. How has this affected your life? **OR** Briefly distinguish between first wave and second wave feminism. Explain the role of "familial ideology" in one of them.

Lesson Twenty Seminar: Relating Research to Lectures

Lesson Twenty One Ageing; Ties Over Time and Across Generations

Mandell and Duffy, Chapter 1. Ageing and Families; Ties Over Time and Across Generations

Lesson Twenty Two Is a Seniors' Home a Community?

Bartle: Chapter 9

5♣ Elders and seniors are more highly respected in many immigrant and First Nations families than in most main stream Canadian families. Expound. Illustrate with an example from your own life. **OR**
Identify the "*gemeinschaft*" factor in seniors' homes.

Lesson Twenty Three The Community as a Mechanism for Intervention

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?

Lesson Twenty Four Making Families and Communities Stronger

Bartle: Chapters 7, 14

6♣ 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? **OR**
How would you use the sixteen elements of organizational strength in developing a policy for fighting family poverty?

7♣ As the world becomes more urban, we can expect the demise of "*gemeinschaft*." Agree or disagree (*not both*). **OR**
List the sixteen elements of community and organizational strength. Choose any one of them to explain how it would affect the strength of a family. Refer to any personal observation.

Lesson Twenty Five Presentations and Critiques of Research Projects Issues Arising Exam questions arising from class discussions

8♣ TBA (Students will devise the last question)

Lesson Twenty Six Final Exam:

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.

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 and research papers.

For those needing confidence and skills in making oral reports of their research, join Camosun Toastmasters.

Learning Support And Services For Students

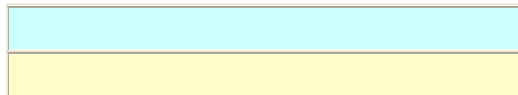
There is a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at

<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



		Updated:
		2005.01.22