



COURSE OUTLINE

Sociology 160
Family and Community

Winter 2012

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Office Hours: Mondays: 5:00 PM to 5:45 PM **or by appointment**
Lecture: Mondays: 6:00 PM – 8:50 PM

CALENDAR DESCRIPTION:

Students study the variety and dynamics of family and community in contemporary society with critical examination of significant issues. How families and communities 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.

LEARNING OUTCOMES:

A major aim of the class will be to assist students to develop a capacity for independent, critical thinking with respect to family and community issues. This ability should aid students in understanding the ways in which social problems are interrelated and how they are connected to power relations in families. The intended learning outcomes of the class:

- 1) distinguish between facts and personal opinion about family and marriage;
- 2) discern families from an historical perspective;
- 3) analyze 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 recognize power relationships within families.

REQUIRED TEXT(S):

McDaniel, Susan and Tepperman, Lorne (2011), ***Close Relations: An Introduction to the Sociology of Families***, 4th Canadian Edition, Pearson Education Canada.

METHOD OF INSTRUCTION:

This course consists of one 3 hour lecture per week. Students are expected to complete assigned readings on time, and to come to class prepared to discuss those readings. Occasional film presentations are scheduled. The course will be based on a series of lectures, followed, at times, by seminar-type discussions in which the students are urged to participate.

STUDENT EVALUATION:

The final grade for this course will be based on 6 components which include: **three separate mid-term examinations, a research paper proposal, an annotated bibliography, and class group presentation**,(see more details below)

	Due Date	Weight
Midterm Exam 1		25%
Midterm Exam 2		25%
Research Proposal		5%
Annotated Bibliography		15%
Midterm Exam 3		15%
Group Presentations		15%

Mid term Exam 1 (25%):

The mid-term examination will be held in class on Monday Jan 30th. The exam will consist of true/false, multiple choice questions, and short answer. You will be tested on all material including assigned readings, lecture material, class discussions, and video presentations *Covers all material from Weeks 1 - 3.*

Mid term Exam 2 (25%):

The mid-term examination will be held in class on Monday March 5th. The exam will consist of true/false, multiple choice questions, and short answer. You will be tested on all material including assigned readings, lecture material, class discussions, and video presentations *Covers all material from Weeks 5 – 8.*

Midterm Exam 3 (15%):

The mid-term examination will be held in class on Monday April 16th. The exam will consist of true/false, multiple choice questions, and short answer. You will be tested on all material including assigned readings, lecture material, class discussions, and video presentations *Covers all material from Weeks 10 –13.*

Research Proposal (5%):

Students are required to submit a one page research proposal that outlines the area of Aboriginal Families i.e. a historical overview, pre-colonization, post-colonization, lone father families, lone mother families, married couples, families living on reserves, urban families that they intend to investigate (see presentation sign up sheet for a list of topics). Make sure to include a short statement of the research problem, 3 research questions you plan to address in the paper, a social theory you would like to apply i.e. structural functionalism, conflict theory, symbolic interactionism or feminism, and 5 references. It is recommended that you conduct library research on the proposal using the Camosun landsdown campus library. The proposal is due in class on Monday Jan 30th

Annotated Bibliography (15%):

An annotated bibliography is a list of citations to books, articles, and other documents i.e. policy papers, research studies, the Internet. Each citation is followed by a brief (usually 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Write a concise annotation that summarized the central theme and scope of the book, article, research study etc., Include one or more sentences that (s) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

The annotated bibliography should contain between **10 to 12 references** and is due in Class on Monday March 19th

Group Presentations (15%):

Students are required to give an in-class presentation on Monday April 13th. The presentation is due the week . Students are required to work in groups and. Presentation requirements:

1. The length should be approximately 10-15 minutes (shared equally among group members)
2. Do not copy every single word used by the author. Stress important points, and give reasons why you support or do not support the authors perspectives
3. Speak clearly, slowly, and articulately
4. Avoid continual reading from your notes, and make eye contact with the audience
5. Act like a presenter (including how you dress)
6. Ask and answer questions
7. Present with confidence and be yourself

GRADES:

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

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. 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

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

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

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are 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 a Student 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

TENTATIVE SCHEDULE OF TOPICS

WEEK	DATE	TOPICS	READINGS
1	Jan 9	Class Introduction: Course Overview <ul style="list-style-type: none"> • How does sociology differ from psychology and social work? • How can sociology contribute to the understanding of families and communities? 	
2	Jan 16	Family and Family-like Relationships	Chapter 1
3	Jan 23	Historical Perspectives on Canadian Families How Families Begin Video: “Internet Dating” 6:53 mins	Chapter 2 Chapter 3
4	Jan 30	<i>Midterm Exam 1: Covers all material from weeks 1-3</i>	
5	Feb 6	Lone Parent Families and Aboriginal Lone Parent Families– Issues and Challenges Video: “Single Mothers” 8:58 mins Video: “Life with Dad” 15 mins	Handout: Vanier Institute on Lone Parent Families
6	Feb 13	Types of Intimate Couples Video: “Gay Marriage” 10:57 mins	Chapter 4
7	Feb 20	Happy and Healthy Families:	Chapter 5
8	Feb 27	Parenting	Chapter 6
9	March 5	<i>Midterm Exam 2: Covers all material from weeks 5-8</i>	
10	March 12	Work and Family life Video: The Mommy Mystique 6 mins Video: Working Moms 12:24	Chapter 7
11	March 19	Stress and Violence	Chapter 8
12	March 26	Divorce and Ending Relationships Video: “Cheating” 7:32 mins Family Transitions: Second Families and New kinds of Families	Chapter 9 Chapter 10
13	April 2	Class Presentations 6:20-6:45 -#1 6:50-7:15-#2 7:25-7:30 Break 7:40-8:00 –#3 8:10-8:20-#4 8:30-8:50-#5	
14	April 9	Easter Monday: No Class	
15	April 16	Midterm Exam 3: covers all material from weeks 10-12	