

Sociology 2710 [A3 & B3]
THE FAMILY

Winter Semester, 2008
Grande Prairie Regional College
(B3) Monday; Wednesday 16:00 – 17:20 hrs.
(A3) Tuesday; Thursday 13:00 – 14:20 hrs.

Instructor: René R. Gadacz, Ph.D
Phone: 539-2831; Office: C216
E-Mail: rgadacz@gprc.ab.ca

This course introduces students to the study of the sociology of family relationships. The course begins with an overview of marriage and family structures and a review of family theoretical frameworks and research techniques. The formation of intimate relationships, the development of marital roles and the transition to parenthood, gender roles, division of labor, and socialization are examined next. In the final part of the course we will look at families under stress; this includes the study of marital tensions and divorce – as well as remarriage, transitions and innovations in family structure in the context of social-technological change.

COURSE REQUIREMENTS AND GRADING

Mid-Term Exam (25%)..... February 27 & 28
Final Exam (25%)..... Final Exam Period

Semester Project (total of 50%):

⇒ Proposal & Annotated Bibliography (25%)..... February 6 & 7

⇒ Project & Class Handout (25%)..... *due* March 24 & 25

(**Note:** those opting for a class presentation will be scheduled *earlier*

than these days, e.g. beginning March 10 & 11, depending on how many)

REQUIRED TEXTS

[other materials will be distributed on an as-needed basis]

Susan McDaniel and Lorne Tepperman, 2007 (3rd edition), Close Relations: An Introduction to the Sociology of Families. Pearson/PrenticeHall: Toronto.

You are of course encouraged to read beyond the assigned course book(s). Check out popular magazines, academic books and journals and other sources for coverage of topics discussed in this course: such materials are available in the GPRC library, on the world wide web, through interlibrary loans, and elsewhere.

SEMESTER TESTS, EXAMS, AND ASSIGNMENTS

Exams may consist of a combination of multiple choice questions, true/false, glossary terms/concepts to define, and/or short answer questions based on all lecture and text materials.

PLEASE NOTE:

☛ **Missed Exams (2 @ 25% = 50% of your course grade) unfortunately will not be accommodated *unless* the situation is an unexpected personal or family emergency. No makeup exams unless it's an emergency.**

🔗 **What the course assignment(s) entails (50% of your course grade) will be discussed in detail as classes get underway and as the course progresses. *You will be provided with instructions and relevant information with plenty of lead time.***

♥ **For the course assignment(s), students will work in teams of 2, and both students will share the mark for their work. *I expect each 'team' to meet with me several times throughout the process. Those that do invariably do better than those that don't!***

The **SEMESTER PROJECT** entails two parts. First, the **PROPOSAL** and **ANNOTATED BIBLIOGRAPHY** should be a clear statement (2-3 pages) of a topic of your own choice [*suggested topics will be discussed in class*] and its related issue(s), drawing from your text. The bibliography will consist of up to 15 *current* books and/or articles that you intend to use to research your chosen topic. Many references can be obtained by searching the Web (with the usual *caveats*) and/or using full text library subscription services. You may follow *any* standard style format for essays, papers and articles in regards to layout, punctuation, referencing and source citations, footnotes. *You must use headings to differentiate the different parts if your proposal – we will discuss this in class.*

Second, the **PROJECT** and **CLASS HANDOUT** (for your fellow students) involves a choice of **one** of the following, **or a combination** thereof:

1. a 30-40 minute *class presentation* based on your chosen topic or issue; *or*
2. a *photo or video documentary* (with an explanatory essay) on topic of choice; *or*
3. an *interview with a family lawyer or counselor or family psychologist* on a relevant topic (to be the basis of a paper [15-20 pages]; *or*
4. a *traditional research paper* (15-20 pages) on a topic of choice; *or*
5. detailed and comprehensive *genograms* of both your families (with explanatory essays) – remember, you are working in a group of 2!; *or*,
6. any other possibility you can come up with, subject to approval!

You will also be required to prepare a 1-2 page sheet (the class handout) summarizing your submitted/presented topic and project, to be distributed to your classmates. This sheet should include relevant facts, statistics (if applicable) and several 'recommended' readings.

Please note that plagiarism detection software may be used in this course, and students may be required, individually or collectively, to submit key assignments/components in electronic form.

It is your responsibility to ensure that all your work is at a level appropriate to your year in college/university studies. Always spell and grammar check your work; always keep a hard copy or disk copy of your work as backup. There is writing help on campus, and if in doubt you are always welcome to ask me, your instructor, for clarification. Poor spelling, grammar and organization always interferes with the clear communication of ideas and you *will* lose marks if your overall communication is ineffective.

Attendance at lectures is strongly encouraged; the same applies to your participation in class discussions. ***Be an active participant in your education!***

Late assignments (or any assignment/course components) will result in an automatic loss of 5 marks (of the value of the work) PER DAY, up to and including the day of a late submission, unless immediate or prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will be accommodated.

WEEKLY TEXT/LECTURE SCHEDULE

Lectures may not strictly follow the book sequence, but you will still be responsible for the contents of the chapters for each particular week: specific chapter(s) or chapter sections will be announced each week; also see below. The chapters and weeks will overlap, giving you the chance to get ‘caught up’ or to read ahead, as the case may be.

Please check BlackBoard frequently for announcements, helpful information, links to current media articles, and so forth.

The following weekly schedule covers both sections **B3** (Monday/Wednesday) and **A3** (Tuesday/Thursday) for their respective days and time slots. For example, the week of January 3 is for section A3 only, while the week of January 7 covers the 7th and 9th (for B3) and the 8th and 10th (for A3), and so on. Please keep track of *your* section with respect to due dates, etc.

Week of :

January 3 – Brief organizational meeting; course outlines and course requirements

January 7 – McDaniel & Tepperman, Chapter 1: definitions, theories, and research

January 14 – Cont’d; McDaniel & Tepperman, Chapter 2: historical, social and economic origins and trends

January 21 – Cont'd; McDaniel & Tepperman, Chapter 3: the formation of families

January 28 – Cont'd; McDaniel & Tepperman, Chapter 4: marriage, cohabitation, same-sex relationships and other forms of intimacies

February 4 – Cont'd; McDaniel & Tepperman, Chapter 5: maintaining viable relationships in marriage, cohabitation and in other forms of intimacies **Project Proposals due February 6 & 7**

February 11 – Cont'd; McDaniel and Tepperman, Chapter 6: child-bearing, parenting and socialization

February 18 – Family Day and Semester Break – no classes!

February 25 – Cont'd; McDaniel & Tepperman, Chapter 7: the relationship between work and family life **Mid-Term Exams – February 27 & 28**

March 3 – Cont'd; McDaniel & Tepperman, Chapter 8: stress and violence in families and in relationships

March 10 – Cont'd; McDaniel & Tepperman, Chapter 9: ending relationships, divorce, separation, estrangement ***Presentations begin March 10 & 11, for those choosing this option***

March 17 – Cont'd; McDaniel & Tepperman, Chapter 9: ending relationships, effects on children, grandparents and other family members, law and legislation

March 24 – Cont'd; McDaniel & Tepperman, Chapter 10: family transitions, second (or more) marriages, relationships and families, new kinds of families **Projects due March 24 & 25**

March 31—April 3 – Cont'd; McDaniel & Tepperman, Chapter 11: the future, law, legislation, public policy

April 7 – Cont'd; Warp-up, last presentations, preparation for the final exam...

[classes end April 11; final exams begin April 14]

Six Ways To Make This Course More Valuable:

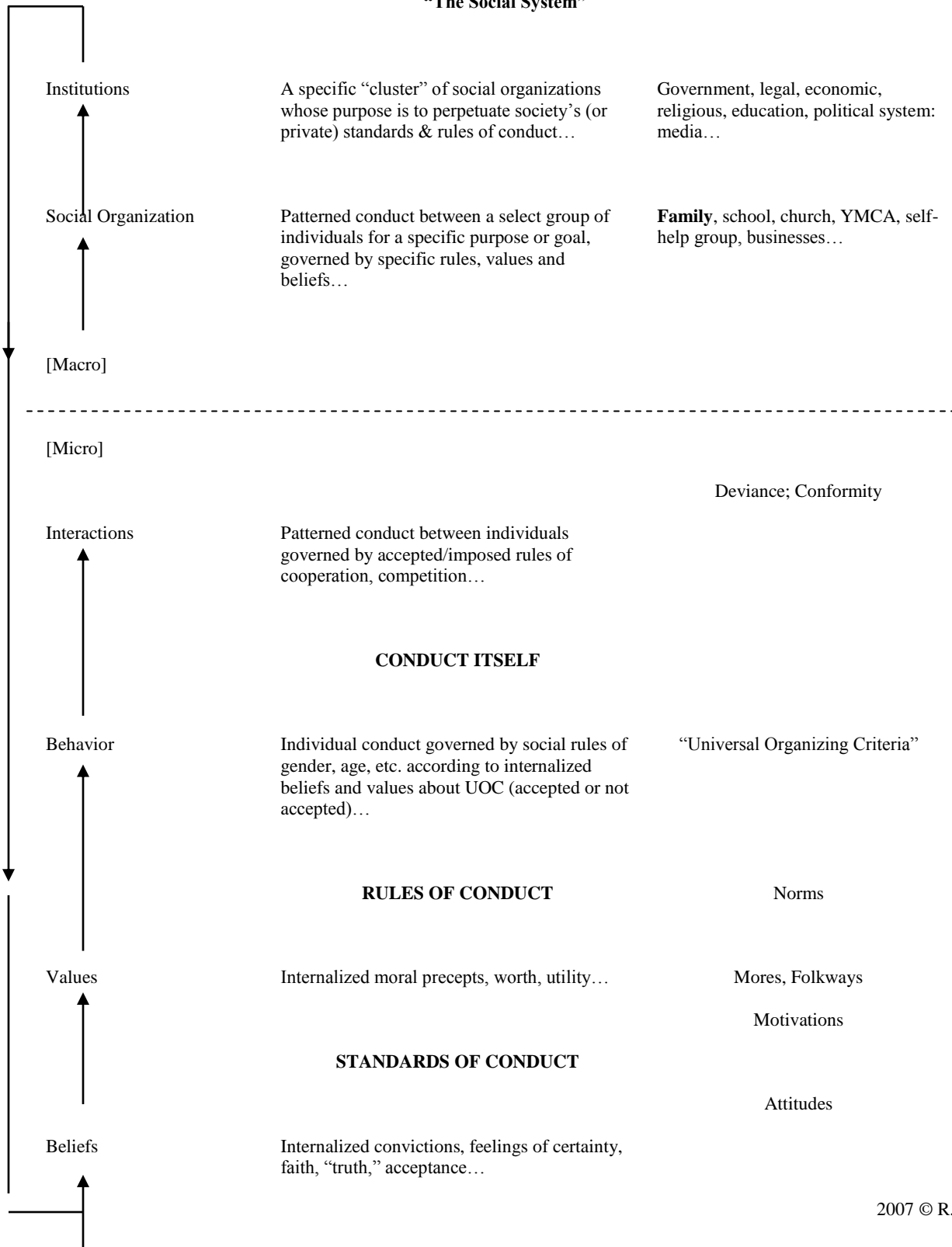
- 1. Participate, to engage your learning**
- 2. Question, to enhance your learning**
- 3. Read, to expand your learning**
- 4. Reflect, to measure your learning**
- 5. Apply, to transfer your learning**
- 6. Innovate, to adapt your learning**

GRADING SYSTEM

Letter Grade	Grade Point Value	Percentage Range	Description
A+	4.0	95 - 100	<i>Outstanding</i>
A	4.0	85 - 94	<i>Excellent</i>
A-	3.7	80 - 84	
B+	3.3	76 - 79	
B	3.0	73 - 75	<i>Good</i>
B-	2.7	70 - 72	
C+	2.3	67 - 69	
C	2.0	64 - 66	<i>Satisfactory</i>
C-	1.7	60 - 63	
D+	1.3	55 - 59	
D	1.0	50 - 54	<i>Minimal Pass</i>
F	0.0	0 - 49	<i>Fail</i>

GENERAL SCHEME OF SOCIETY

“The Social System”



EVALUATION OF PROJECTS/PRESENTATIONS

Names _____

We will use what is called the "partner" format for the projects and presentations. I want our classes to be engaging and interactive. I believe an active learning style will be more stimulating and rewarding to you, the student. I am encouraging you to work cooperatively and 'orchestrate' your project to more thoroughly illustrate the issues. ***Students in a team will receive the same grade for their collective effort.***

_____/25 **Submitted topic proposal & annotated bibliography.**

_____/5 **Over-all format and organization of the project.** Was the introduction, main body, and the summary, or conclusions, clear?

_____/5 **"Thesis" or theme statement.** Was the point and purpose of the topic/subject clearly articulated at the outset of the project?

_____/5 **Originality/Research - information and examples.** Were the details of the issue/topic & supporting materials presented in a clear and orderly manner? Were all the examples and data relevant?

_____/5 **Use of theory.** Were the issues discussed in reference to a theoretical framework? Were the wider implications and ramifications of the topic and examples discussed, explored, or pointed out?

_____/5 **Style of project/presentation.** Innovative? Creative? Coherent? Articulate? Interesting to listen to? Did it spark discussion?

_____ **COMMENTS:**