



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – WINTER SEMESTER 2012**

**SO 2710 (A3) – Sociology of the Family 3 (3-0-0) UT 45 Hrs.**

**INSTRUCTOR:** René R. Gadacz, Ph.D   **PHONE:** 780.539.2831  
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**OFFICE HOURS:** Daily; by appointment; drop-ins welcome

**PREREQUISITE(S)/COREQUISITE(S):** SO 1000 or equivalent

**REQUIRED TEXT(S)/RESOURCE MATERIALS:** Susan McDaniel and Lorne Tepperman, 2010 (4<sup>th</sup> edition), Close Relations: An Introduction to the Sociology of Families. Pearson/Prentice-Hall: Toronto.

**CALENDAR DESCRIPTION:** The structure and function of the family system, historically and cross-culturally will be explored in this course. The family system in contemporary societies emphasizing its institutional characteristics and current trends will be a focus.

**CREDIT/CONTACT HOURS:** 3 (3-0-0) UT 45 hours

**DELIVERY MODE(S):** lectures, class discussion, group work, class presentations, written tests, written projects

**OUTCOMES:** Students will become familiar with multiple marriage and family structures, theoretical frameworks, and research methodologies in family research. They will gain insights into the formation of intimate relationships, the development of marital roles, the transition to parenthood, the acquisition of gender roles, creation of family/relationship division of labor. Students will understand how families react

under different kinds of stress and how this may create marital tensions and divorce. They will be able to identify transitions and innovations in family structure in the context of social-technological change.

**TRANSFERABILITY: Grade** of D or D+ may not be acceptable for transfer to other post-secondary institutions. Transfers to: U of A, UC, AU, UL, AF, CU, CUC, KUC.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Please refer to the College Policy on Student Misconduct: Plagiarism and Cheating at – [www.gprc.ab.ca/about/administration/policies/](http://www.gprc.ab.ca/about/administration/policies/)

**GRADING CRITERIA:**

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A <sup>+</sup>	4.0	95 – 100	EXCELLENT
A	4.0	85 – 94	
A <sup>-</sup>	3.7	80 – 84	FIRST CLASS STANDING
B <sup>+</sup>	3.3	76 – 79	
B	3.0	73 – 75	GOOD
B <sup>-</sup>	2.7	70 – 72	
C <sup>+</sup>	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C <sup>-</sup>	1.7	60 – 62	
D <sup>+</sup>	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

**EVALUATIONS:**

Mid-Point Test (30 points)..... March 1

Exit Exam (30 points)..... April 12

Check-Up-From-the-Neck-Up **Pop Quiz** (10 points)..... *anytime!*

Guest Speaker Feedback Notes(s) (2 x 10 = 20 pts)..... *TBA*

**Vanier Institute Presentations** (groups of 2; 1 x = 10 pts)..... *starts* January 12

Semester Projects (70 points):

- ⇒ **(1)** Research a social dating site (e.g. eHarmony) (20 pts)..... February 2  
or,  
Research how social networking sites like Facebook contribute to family cohesion and relationship satisfaction (20 points)
- ⇒ **(2)** Your Family Tree and Genogram (30 points)..... March 15  
or,  
Milestones: Your Family Developmental History & Culture (30 points)
- ⇒ **(3)** Film Analysis (groups of 2; 20 points)..... April 5

(Total points are 170; your total points will be converted to a percent (%) grade to determine your letter grade. For example,  $130/170 = 76/100 = 76\% = B+$ )

**STUDENT RESPONSIBILITIES:**

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

**PLEASE NOTE:**

☛ Missed exams/pop quiz (70 points of your course grade) unfortunately cannot be accommodated *unless* the situation is an unexpected personal or family emergency. No make-up exams unless it's an emergency. Also, *no* make-up for the Pop Quiz.

🗨 What the other semester course work entails (100 points 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 in regards to the Vanier Institute Report presentations, the projects (analysis of dating sites like eHarmony)/social network sites (like Facebook); how to do a proper Family Genogram, or Family Developmental History), film analysis, etc.

♥ For most of the course work (except exams), students may choose to work with a partner (both students will share the mark for their work), or you may work individually. *However, (a) the daily Vanier Institute presentations will be done by a group of 2 students, as well as (b) the Film Analysis (last assignment)!*

*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.

## **COURSE SCHEDULE/TENTATIVE TIMELINE:**

### **Week of (Winter 2012):**

January 5 – Brief organizational meeting; course outlines and course requirements; McDaniel and Tepperman, Chapter 1: definitions, theories, research...

January 10, **12** – Cont'd; McDaniel & Tepperman, Chapter 1: more background, cont'd... **The Vanier Institute Report presentations begin on January 12th**

January 17, 19 – Cont'd; McDaniel & Tepperman, Chapter 2: historical, social and economic origins and trends

January 24, 26 – Cont'd; McDaniel & Tepperman, Chapter 3: the formation of families

January 31, February **2** – Cont'd; McDaniel & Tepperman, Chapter 4: marriage, cohabitation, same-sex relationships and other forms of intimacies

**Analysis of Social Dating sites/Social Networking sites due February 2nd**

February 7, 9 – Cont'd; McDaniel & Tepperman, Chapter 5: maintaining viable relationships in marriage, cohabitation and in other forms of intimacies

February 14, 16 – Cont'd; McDaniel & Tepperman, Chapter 6: child-bearing, parenting and socialization

February **21, 23** – **WINTER BREAK, no classes [February 20-24 inclusive]**

February 28, March **1** – Cont'd; McDaniel & Tepperman, Chapter 7: the relationship between work and family life **MID-TERM EXAM, March 1st**

March 6, 8 – Cont'd; McDaniel & Tepperman, Chapter 8: stress and violence in families and in relationships

March 13, **15** – Cont'd; McDaniel & Tepperman, Chapter 9: ending relationships, divorce, separation, estrangement

**Family Genograms or Family Development Histories due March 15th**

March 20, 22 – Cont'd; McDaniel & Tepperman, Chapter 9: ending relationships, effects on children, grandparents and other family members, law and legislation

March 27, 29 – Cont'd; McDaniel & Tepperman, Chapter 10: family transitions, second (or more) marriages, relationships and families, new kinds of families

April 3, 5 – Cont'd; Chapter 11: the future, law, legislation, public policy  
**Film Analysis due April 5th**

April 10, 12 – Cont'd; **EXIT EXAM, April 12**

[Classes end Thursday, April 12, 2012]

***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**