

**SOCIOLOGY 2710 B3
THE FAMILY
WINTER 2003-4**

Instructor: Oswald S. Warner, BSc., MLIR, Ph.D.

Time/Place: Tues. & Thurs. 8.30am-9.50am Room: A314

Office Hours: Frids. 1-4.00 or anytime I am in my office
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Description:

The objective of this reading course is to engage in a socio-structural and socio-cultural analysis of marital and family relationships, outcomes, and organizations in Canadian society in particular. This course therefore focuses on both the diversity and commonality of families, and the problematic issues that many families face today in Canada. Topics cover families' changing role as a social institution especially in relation to work, marital selection, gender, and family violence.

Overview of Course Objectives:

In addition to acquiring specific knowledge, learners should gain some specific skills in this course. All courses you have been exposed to so far have a built-in bias, as does this course. Having an alternative way to analyze events helps learners to build their critical thinking skills. In this course, we would therefore challenge common assumptions by formulating questions, identifying and weighing appropriate evidence, and reaching reasoned conclusions.

However, you do not have to believe everything you read or hear in this course. But, you do need to learn the perspectives and learn the strengths and weaknesses of the ideas. Disagreement is therefore welcomed, so long as it is educated disagreement. We all have opinions, but we need to find out how they stack up against social data. Feel free to debate points, but recognize that debates will ultimately be won based on empirical facts, rather than feelings.

Readings:

The required readings:

Fox, Bonnie J.. (ed.). *Family Patterns, Gender Relations*, (2nd. Ed.), Don Mills, ON: Oxford University Press.

McDaniel, Susan A. and Lorne Tepperman. *Close Relations: An Introduction to the Sociology of Families* (2nd. ed.), Toronto, ON: Prentice Hall

Occasional short handouts which learners are responsible for reading and understanding. However, most of these handouts will be read and discussed in class.

Learners are expected to read assigned readings in advance of the dates they are listed for. Generally, readings are a very manageable amount for an upper-level course.

Lecture/Discussion Format:

The success of your learning depends on your willingness to read. Though most lectures will supplement the readings, learners are expected to read all of the material identified in the course syllabus. Learners are also encouraged to bring questions about the readings, issues raised by the readings, etc. to the attention of the class for answer, discussion, and/or debate.

The lecture format presumes interruption by learners to discuss, question, demand clarification, etc.. Likewise you should feel free to demand the instructor slow down, explain or do anything else you need to understand the lectures. Additionally, learners are responsible for knowing all material presented in class, as all are testable material.

Evaluation Format:

Exams:

Two (2) take-home exams and a final in-class exam that will cover the basic themes in the lectures, readings, discussions, and video material will account for 80% of your final grade.

Group Legislative Research Reports:

Lately, there appears to have been a slew of legislation passed at both provincial and federal levels that have seriously impacted the institution of the family as well as the system of family relations. For example, at the provincial level, legislation have been passed in BC, Quebec, and more recently in Ontario that have given more rights to same sex couples, especially in relation to same sex marriages. Then, at the federal level, legislation have been passed that have provided more leave away from work for parents of newly-born. At the federal level also, there has been the recently passed Family Violence Act and other Same-Sex Marriage legislation.

In groups of equal size, learners are to be pick one area, from amongst those identified above that have been affected by recent legislative changes as well as from among others that you will provide, and research the various pieces of legislative changes. You are expected to identify what are the legislative changes, what is the rationale that underpin the changes, which category of individuals and/or groups are affected, how are they affected, what are the views that people hold of these changes, that is, are they seen by particular segments of the Canadian population as warranted, as overdue, as not necessary, against God and morality, etc, and what are

your group's views of these legislative changes.

The findings of your group's legislative research, as well as opinion, are to be presented to the class during group presentation periods that have been identified in the syllabus. At the end of each group presentation, each group has to provide the instructor with a short, two to three page, written report. Group members' evaluation of each other's contribution in the group legislative research project will account for 10% of your final grade while the instructor's evaluation of the group's submitted legislative research reports will account for 5% of your final grade.

Individual Participation:

Individual participation grades will be calculated based upon attendance. Attendance is important not only to your final grade but also to your understanding of what is being discussed. Therefore, I will from time to time give simple quizzes (or curve busters) and these would also be used as a measure of attendance, participation, and understanding of course material and concepts. However, if an occasion arises that necessitates your absence from class for a day or a period of time let me know in advance. I will arrange with you to go over what you have missed during one of our office hours.

Grade Breakdown:

Exam 1	20%
Exam 2	30%
Final Exam	30%
Group Legislative Research Report	
Learners' Self-Evaluation	05%
Instructor's Evaluation	10%
Individual Participation	05%
Five (5) Attendance @ 1%	
Total	100%

Course Policies:

1: Reconsideration of grades:

Learners who are not satisfied with their grades have the option of having their papers re-evaluated. However, the following stipulations apply:

Requests for reconsideration must be made within one week from the date that the graded paper was returned.

b. Learners must present clear reasons why they disagree with

my grade. This is to ensure that I fully grasp what you have presented.

- c. I will consider your arguments and re-evaluate your paper. The grade will remain the same or it may go up. It will never be reduced but more times than not it will remain the same.

2: Submission of assignments:

You will turn in all work on the due dates provided. Late work received without a verified excuse from your advisor or not having had permission from the instructor will have a 0.5 deducted for each day of lateness.

3: Academic behavior:

I take my teaching seriously while respecting the rights of all members of the class. I also expect that you take your learning seriously while respecting the rights of all fellow students as well as the instructor.

This means that there should be no private gossip sessions during lecture/discussion sessions that distract other learners or prevent them from hearing the main discussion going on.

This also means stating your opinions, ideas, and issues in class in a way that does not offend others.

This means being on time, ready to begin class on time, as well as staying through the period.

4: Academic dishonesty:

You will not present the work of others as your own. Any incident of academic dishonesty or plagiarism will lead to a failing grade.

SO 2710
SYLLABUS

DATE	TOPIC	READINGS
1/6	Introduction/Course Overview	None
1/8,13,15	The Family as an Area of Study	
	McDaniel and Tepperman. <i>Close Relations</i>	1-12
	Fox and Luxton, "Conceptualizing Family" in Fox (ed.). <i>Family Patterns, Gender Relations</i>	22-33
	Leacock, "Women in an Egalitarian Society: The Montagnais-Naskapi of Canada" in Fox (ed.). <i>Family Patterns, Gender Relations</i>	56-65
	Fox, "As Times Change: A Review of Trends in Personal and Family Life" in Fox (ed.). <i>Family Patterns, Gender Relations</i>	153-175
	Lecture Notes	
1/20,22,27,29	Theoretical Approaches	
	McDaniel and Tepperman. <i>Close Relations</i>	12-22
	Lecture Notes	
1/29	Exam 1 Question Given Out	
2/5	Exam 1 Due	
2/3,5,10,12	Selecting a Marital Partner or Mate	
	McDaniel and Tepperman, "How Families Begin," <i>Close Relations</i>	69-105
	Lecture Notes	

in Fox (ed.), **Family Patterns, Gender Relations** 441-457

Fox and Fumia, Chapt. 29, "Pathbreakers: Some Unconventional Families in the Nineties" in Fox (ed.), **Family Patterns, Gender Relations** 458-469

Handouts to read in class

Lecture Notes

3/25 Group Legislative Report Presentation Groups E & F

3/29 Group Legislative Report Presentation Groups G & D

4/6, 8 Family Violence

McDaniel and Tepperman, Chapt. 9, **Close Relations** 349-373

Gartner, Dawson, and Crawford, Chapt 30, "Confronting Violence in Women's Lives" in Fox (ed.), **Family Patterns, Gender Relations** 473-490

Handouts to be read in class

Lecture Notes

4/19-28 Final exams date to be determined

GRADE COMPILER

A: Attendance

Date	Grade
Total	

BC: Exams and Group Report

Date	Grade
Exam 1	
Exam 2	
Group Report	
Total	

FINAL GRADES

Totals	100
Attendance	
Exams	
Group Report	
Total	

GRANDE PRAIRIE REGIONAL COLLEGE GRADING PROCEDURE

Alpha Grade	4-Point Equivalence	Percentage Equivalence	Descriptor
A+	4.0	96-100	OUTSTANDING
A	4.0	91-95	EXCELLENT
A-	3.7	86-90	FIRST CLASS STANDING
B+	3.3	81-85	
B	3.0	76-80	
B-	2.7	71-75	GOOD
C+	2.3	66-70	SATISFACTORY
C	2.0	61-65	
C-	1.7	56-60	
D+	1.3	51-55	MINIMAL PASS
D	1.0	46-50	
F	0.0	0-45	FAIL

NB: D+ and D do not (normally) transfer to ANY Alberta University (AU is sometimes an exception).