

**SOCIOLOGY 2710 A3**  
**THE FAMILY**  
**WINTER 2004-05**

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

**Time/Place:** Tues. & Thurs. 1-2.20pm Room: D308

**Office Hours:** Frids. 1-4.00 or anytime I am in my office  
Room: C404  
Phone 539-2995  
email: owarner@gprc.ab.ca

**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.). 2001. *Family Patterns, Gender Relations*, (2nd. Ed.), Don Mills, ON: Oxford University Press.

McDaniel, Susan A. and Lorne Tepperman. 2004. *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 and willingness to attend classes regularly. 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 90% 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	25%
Exam 2	30%
Final Exam	35%
Individual Participation	10%
Five (5) Attendance @ 2%	
<b>Total</b>	<b>100%</b>

## **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 Topic	READINGS Readings	Date
1/4, 6	Introduction/Course Overview	None	
1/6, 11	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	
	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		
1/13, 18, 20, 25	Theoretical Approaches		
	McDaniel and Tepperman. <i>Close Relations</i>	12-22	
	Lecture Notes		
1/25	Exam 1 Question Given Out		
2/1	Exam 1 Due		
2/1, 3, 8, 10,	Selecting a Marital Partner or Mate		
	McDaniel and Tepperman, "How Families Begin," <i>Close Relations</i>	69-105	
	Handouts to be read in class		
	Lecture Notes		

1/15,17

**Marriage, Family, and Work**

Luxton, Chapt. 12, "Wives and Husbands"  
in Fox (ed.). **Family Patterns,**  
**Gender Relations** 176-198

McDaniel and Tepperman, Chapt. 7,  
**Close Relations** 239-285

Luxton, Chapt. 21, "Family Coping  
Strategies: Balancing Paid Employment  
and Domestic Work" in Fox (ed.).  
**Family Patterns, Gender Relations** 318-337

Hochschild, Chapt 22, "The Third Shift"  
in Fox (ed.). **Family Patterns,**  
**Gender Relations** 338-351

Lecture Notes

Handouts to read in class

- Hurried Woman's Syndrome Diagnosed
- Day Care Discrimination
- I want a Wife
- Mom's Work
- Dust? What dust? Men can't see the stuff.
- The Value of Housework in Canada
- Housework Can Get Messy

Feb 21-25

**Family Day & Winter Break**

3/1,3,

**Marriage, Family, and Work**

Luxton, Chapt. 12, "Wives and Husbands"  
in Fox (ed.). **Family Patterns,**  
**Gender Relations** 176-198

McDaniel and Tepperman, Chapt. 7,  
**Close Relations** 239-285

Luxton, Chapt. 21, "Family Coping  
Strategies: Balancing Paid Employment  
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3/8 **Video: Chore Wars**

3/8 **Exam 2 question given out**

3/15 **Exam 2 due**

3/15,17,  
22,24 **Marriage, Cohabitation, Same-Sex Relationships**

McDaniel and Tepperman, Chapt. 4,  
**Close Relations** 106-153

Nelson, Chapt. 28, "Lesbian Families"  
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

3/29 **Video: To be determined.**

3/31  
4/5,7,12

**Family Violence**

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

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

Handouts to be read in class

Lecture Notes

4/14 **Exam Review, Grade Review and other remaining matters.**

4/16-26 **Final exams date to be determined**

**GRADE COMPILER**

**A: Attendance**

**A: Curve Busters**

**B: TRRs**

Date	Grade
<b>Total</b>	

**B: Exams and Group Report Reports**

**FINAL GRADESC: Exams and Group**

**FINAL GRADES**

Date	Grade
<b>Exam 1</b>	
<b>Exam 2</b>	
<b>Total</b>	<b>Total</b>

<b>Totals</b>	<b>Totals</b>	<b>100</b>
<b>Attendance</b>	<b>Curve</b>	
<b>Busters</b>	<b>Exams</b>	
<b>Total</b>	<b>Total</b>	

**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).**

