



Total Credit Hours - 3

### **COURSE DESCRIPTION**

This course is designed to provide students with the means to achieve a sociological orientation or perspective to analysis of the family. Sociological factors such as social change, social structure/stratification, culture and socialization which affect family life in contemporary society will be presented.

### **COURSE OBJECTIVES**

Upon successful completion of this course, the student

1. will be able to describe how the family is an institution that varies depending on socio-cultural factors.
2. will define and use the basic vocabulary common to sociology.
3. will be able to describe how the family, socialization, social structure and society are interrelated.

### **TOPICS AND SPECIFIC LEARNING GOALS**

1. Understanding Marriage and Families - Chapter 1
  1. Identify and discuss three assumptions that help explain why marriage and family are important social units in society.
  2. Define the terms marriage and family using each of the following approaches: structural, functional, inclusive and universal.
  3. Distinguish between real change and social process as they apply to marriage and family patterns in Canada.
2. Family Theories - Chapter 2
  1. Identify the similarities and differences between personal experience and the scientific method as ways of understanding families.
  2. Distinguish each of four conceptual approaches: structural functional, conflict symbolic interaction and feminist.
3. Families in Differing Times and Places  
Cross-Cultural Marriage and Family Patterns - Chapter 3
  1. Describe economic influences on the family system.
4. History of the Family - Chapter 4
  1. Describe the theories of family change.
  2. Identify the cultural roots of the Euro-Canadian family.

3. Describe four dramatic changes that have taken place in the Canadian family since 1960.
4. Describe the origins and the achievements of the feminist movements in Canada.
5. Variations in Canadian Families - Chapter 5
  1. Distinguish the differences in marriage and family patterns among different ethnic, regional, and religious groups in Canada.
  2. Identify which regions of the country and which religious groups have the most and the least traditional marriage and family forms, and provide some supporting details.
  3. Explain some of the consequences of urban life for the marriage and family patterns of Native people.
  4. Describe some of the distinguishing features of traditional French Canadian families.
  5. Outline the major changes in the family life of French Canadians over the last 40 years.
  6. Describe the distinguishing features of the joint family, the reasons for this family system and the sources of tension among its members.
  7. Identify the indications that the status of women from India may be changing.
  8. Discuss the probabilities that Canadian men, women and children may experience poverty.
  9. Describe the situations of women who are least at risk and most at risk of experiencing poverty in Canada, and list the reasons for your distinction between these two groups.
6. (Socialization) - The Development of Gender Identity - Chapter 6
  1. Outline the content of traditional female gender-role socialization, and discuss the continuing impact of the women's liberation movement in the definition of appropriate gender roles and relationships.
  2. Review the development of the women's liberation movement, and compare the major reactions to the movement.
  3. Describe changing attitudes toward homosexuality in our society, and summarize the main theoretical approaches to homosexuality.

Note: These topics sometimes overlap several areas and are not necessarily intended to be explored in isolated learning units or in the above order.

### **INSTRUCTIONAL METHODS/CLASS ACTIVITIES**

This course is designed to provide the student with as many opportunities as possible to gain an understanding of the sociology of the family. Instruction will include how to analyze the social features of the family. The text, which is required reading, will provide the themes of study.

### **REQUIRED RESOURCES**

Larson, Lyle C; Scoltz, J. Walter; Hobort, Charles. (1994) Families in Canada - Social Context. Continuities, and Change. Scarborough: Prentice-Hall Canada.

### **EVALUATION METHOD**

1. Written assignments	30%
2. Tests	<u>70%</u>
Total	100%

Anyone who is incomplete in 30% or more of graded course components will receive a final grade of "R."

Note: Students who miss a test must notify the professor in advance.

### **GRADING METHOD**

The grading system will be as follows:

A+	=	90 -100%
A	=	80- 89%
B		70- 79%
C		60- 69%
R	=	Unsatisfactory - below 60% (course must be repeated)

Special Notes: Students with an identified special need (e.g. physical limitations, visual impairment, hearing impairment, learning disability) are encouraged to discuss required accommodations confidentially with the instructor.