

Sociology 2710 [A2]
THE FAMILY

Fall Semester, 2005
Ph.D
Grande Prairie Regional College
C216
Monday; Wednesday 16:00 – 17:20 hrs.

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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 the context of technological change.

COURSE REQUIREMENTS AND GRADING

Term Exam #1 (20%).....	October 12
Term Exam #2 (20%).....	November 9
Term Exam #3 (20%).....	TBA
Assignment (Σ 40%) \Rightarrow 2-page proposal (10%).....	September 28
\Rightarrow Annotated Biblio (10%).....	October 3
\Rightarrow Paper (20%).....	November 23

REQUIRED TEXTS

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

Anne-Marie Ambert, 2006, Changing Families: Relationships in Context. Pearson Education Canada: 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 inter-library 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 (3 @ 20% = 60% of your course grade) unfortunately will not be accommodated - *unless the situation is an unexpected personal or family emergency. No make-up exams unless it's an emergency.***

⇒ **What the course assignment(s) entails (40% 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.***

The paper/assignment **PROPOSAL** should be a clear statement (2 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 **ANNOTATED BIBLIOGRAPHY** 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 be called upon to give a short presentation of your proposal in class, to share with your peers what subject/topic you are working on; this will enhance class interaction!

The **FINAL PAPER** will be between 6 and 7 pages in length (bibliography extra). You may follow *any* standard style format for essays, papers and articles -- in regards to layout, punctuation, referencing and source citations, footnotes, use of headings, grammar and spelling. ***As with the proposal, you may be called upon to give a short presentation to share your findings and conclusions when the final papers are submitted.***

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 your paper is written 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 paper as back-up. 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 over-all 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 assignment 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

[***Please Note:*** Refer to the table of contents of the book for the chapter title and chapter content. Lectures will NOT strictly follow the book sequence but you will still be responsible for the contents of the chapters for each particular week. The chapters and weeks will overlap, giving you the chance to get ‘caught up’ or to read ahead, as the case may be.]

September (5), 7 -- Introduction to the course; course requirements, etc.; Chapter 1 in Ambert (A-M. A)

September 12, 14 -- Cont’d; A-M. A, Chapter 1, 2 and 3

September 19, 21 -- Cont’d; A-M. A, Chapter 2, 3 and 4

September 26, 28 -- Cont’d; A-M. A, Chapter 3, 4 and 5 **2-page proposal due 28th!**

October 3, 5 -- Cont’d; A-M. A, Chapter 4, 5 and 6 **annotated biblio due the 3rd!**

October (10), 12 -- Cont’d; A-M. A, Chapter 5, 6 and 7 **semester test #1 on the 12th!**

October 17, 19 -- Cont’d; A-M. A, Chapter 6, 7 and 8

October 24, 26 -- Cont’d; A-M. A, Chapter 7, 8 and 9

October 31, November 2 -- Cont’d; A-M. A, Chapter 8, 9 and 10

November 7, 9 -- Cont’d; A-M. A, Chapter 9, 10 and 11 **semester test #2 on the 9th!**

November 14, 16 -- Cont’d; A-M. A, Chapter 10, 11 and 12

November 21, 23 -- Cont’d; A-M. A, Chapter 11, 12 and 13 **final paper due the 23rd!**

November 28, 30 -- Cont’d; A-M. A, Chapter 12, 13, 14 and 15

December 5, 7 -- Cont’d; A-M. A, Chapter 14, 15 and 16. Wrap-up and preparations for

the final exam (TBA)

[classes end December 9 2005)

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**