



A: Division: **INSTRUCTIONAL** Date: **FEBRUARY 1999**  
 B: Faculty: **HUMANITIES & SOCIAL SCIENCES** New Course:  
 Department: **SOCIOLOGY/ANTHROPOLOGY** Revision of Course **OCTOBER 1996**  
 Information form:

C: **SOCI 250** D: **THE ROLE OF THE FAMILY IN SOCIETY** E: **3**

Subject & Course No.

Descriptive Title

Semester Credit

F: Calendar Description: This course examines the distinctive features of families as social groups including their internal dynamics, location within wider kin networks and communities, their life cycle, and evolution since the Industrial Revolution. It also examines the relations between the family as an institution and the economic and political institutions of the society; and raises a number of issues concerning the supposed centrality of the family in modern society.

Summary of Revisions: (Enter date & section) Eg: Section C,E,F

H

G: Type of instruction: Hrs per week / per semester

Lecture:	2 X 2	Hrs.
Laboratory:		Hrs.
Seminar:		Hrs.
Clinical Experience:		Hrs.
Field Experience:		Hrs.
Practicum:		Hrs.
Shop:		Hrs.
Studio:		Hrs.
Student Directed Learning:		Hrs.
Other (Specify):		Hrs.
Total:	4	Hrs.

H: Course Prerequisites:  
**SOCI 125 or SOCI 145 or SOCI 155**

I: Course Corequisites:  
**NONE**

J: Course for which this Course is a Prerequisite:  
**NONE**

K: Maximum Class Size:  
**35**

L: College Credit Transfer	<input checked="" type="checkbox"/>
College Credit Non-Transfer	<input type="checkbox"/>
Non-Credit	<input type="checkbox"/>

M: Transfer Credit:	Requested:	<input type="checkbox"/>
	Granted:	<input checked="" type="checkbox"/>

Specify Course Equivalents or Unassigned Credit as appropriate: (as per current Transfer Guide)

SFU SA 231 (3)  
 UBC SOCI 2nd lev (3)  
 UNBC SOSOC 200 lev (3)  
 UVIC SOCI 200 lev (1-5)  
 Other:

*Tru Cam*

Course Design (s)  
*Tru Cam*

Department Chair

*[Signature]*

Dean  
*P. H. Angus*

Registrar

---

**Subject and Course Number**

---

**N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):**

A contemporary general reader, to be updated as necessary, such as:

Nett, Emily M. Canadian Families: Past and Present, 2nd edition. Toronto, Butterworths, 1993.

---

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;  
Q. Method of Instruction; R. Course Evaluation

**O. COURSE OBJECTIVES**

At the conclusion of the course the student should be able to evidence:

1. A basic understanding of the special features of families as social groupings.
2. An ability to handle and use key sociological concepts employed in sociological research on the role of the family in society
3. A basic appreciation of the influences on family life from other main social institutions and from the general values of the culture
4. A familiarity with the main topical research themes being currently pursued by sociologists of the family, and with some of their principal conclusions to date.

**P. COURSE CONTENT**

1. Introduction

- the Residential Family
- the Family and Wider Kin Groupings
- the Family of Orientation and of Procreation
- Nuclear and Extended Families
- the Incest Taboo
- the Family Enclosed in a Neighbourhood and in Various Sub-cultures

2. Main Theoretical Approaches

- Structural-functionalism and the "Familistic Package"
- Life Cycle and Developmental Approaches
- Internal Dynamics; the Micro-interactionist Approach
- Political-Economy and other Critical Perspectives
- Feminist Perspectives

3. The Modern Family and the Traditional Family

- Continuity and Change in the Role of the Family from the Time of the Industrial Revolution

**Subject and Course Number**

4. **Family Processes and the Life Cycle of the family**
  - a. **Childhood Socialization:**
    - The role of the family and other agents of socialization
    - The expectation to have children, and childless couples
  - b. **Family Dynamics During Teen Years:**
    - The process of dating and of courtship
    - Mate selection and pressures towards homogamy
  - c. **The Marriage Contract, Formal and Informal Aspects**
    - Marital satisfaction
    - Stage-theory in relation to the marriage process
  - d. **Separation, Divorce, Annulment:**
    - Theories and explanations of divorce rates and rates of remarriage
    - Family fragmentation and the role of custodial and non-custodial parent
  - e. **The Grandparental Role in Modern Society:**
    - Some wider issues of aging, ageism and increased longevity
5. **Some Aspects of the Role of the State vis-a-vis the Family**
  - a. **Family Law:**
    - Marriage, divorce, custody, child-support, family assets
    - The family court process - a non-adversarial approach
    - Issues of gender equality in relation to
  - b. **Family Policy:**
    - Jurisdictional issues
    - Fiscal policies and their effects
    - The goals of non-fiscal policies and initiatives
6. **Some Other Contemporary Issues in brief**
  - a. **Multiculturalism and the Role of Ethnic Groups in Cultural Retention and in the 'Supervision' of Constituent Families**
  - b. **Family Violence and Abuse:**
    - Brief discussion of the Women's Movement and Feminist thought
    - The nature of 'domestic' violence and abuse
    - The role of various State agents and of other authorities
7. **Summary and Conclusions**

**The Immediate Future of Sociological Research on the Role of the Family**

---

Subject and Course Number

**Q. METHOD OF INSTRUCTION**

This course will employ a number of instructional methods to accomplish its objectives, and will include some of the following:

- lectures
- small group discussions
- audio-visual presentations
- essay research discussions
- specialist guest speakers

**R. COURSE EVALUATION**

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components.

The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

Course evaluation will include some of the following: examinations requiring paragraph and short essay answers, participation in class discussions, unsolicited comments and questions, essay research and final essay submissions. An example of one such evaluation scheme might be:

First in-class examination	15%
Second in-class examination	15%
Essay assignment	30%
Class Participation	15%
Final Examination	<u>25%</u>
	<u>100%</u>