



COURSE OUTLINE

ELCC 221

ECOLOGY OF THE FAMILY

45 HOURS  
3 CREDITS

PREPARED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Kate Swales, Instructor

APPROVED BY: \_\_\_\_\_ DATE: \_\_\_\_\_  
Dr. Andrew Richardson, Dean, Applied Arts

APPROVED BY ACADEMIC COUNCIL: \_\_\_\_\_

RENEWED BY ACADEMIC COUNCIL: \_\_\_\_\_

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Yukon College  
P.O. Box 2799  
Whitehorse, Y.T.  
Y1A 5K4



APPLIED ARTS DIVISION  
Ecology of the Family  
3 Credit Course  
Fall, 2015

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## ECOLOGY OF THE FAMILY

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**INSTRUCTOR:** Kate Swales

**OFFICE HOURS:** TBA

**OFFICE LOCATION:** A2105

**CLASSROOM:** C1511

**E-MAIL:** kswales@yukoncollege.yk.ca

**TIME:** Tuesdays, 6:30 - 9:30 PM

**TELEPHONE:** (867) 668-8794

**DATES:** Sept 15 - Dec 15, 2015

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### COURSE DESCRIPTION

This course provides an overview of the family in contemporary Canadian society. It is designed to deepen the student's understanding of, and empathy with, the families with whom they will be working. Focus is on the ecology of the modern family with particular reference to northern and indigenous families, collective societies, affluence, poverty, violence, special needs, the women's movement, men's involvement and roles, the children's rights movement, the relationship of the family and the world of work, and adjustment to alternative lifestyles. The course explores the shifting patterns, demands, roles, and values that create new kinds of family relations.

### LEARNING OUTCOMES

Upon successful completion of the course, students will:

- identify and describe different shapes and processes of families and family-like relationships by examining a variety of definitions of family, including a personal definition
- identify elements of family diversity and explain how historical/societal changes have contributed to that diversity
- explain some of the key differences and similarities between Northern, Indigenous and non-Indigenous, rural and urban families.
- explain the effects of poverty and affluence, domestic violence, parenting styles, divorce, work roles, geographical location, etc. have on family life and the development of children.
- identify community resources that would be helpful to a family in specific situations

- recognize and explain personal attitudes, values and biases in relation to topics discussed and analyze how these things affect their work with families.

## DELIVERY METHODS/FORMAT

This 45-hour course will be delivered in the classroom setting and/or via web-conferencing by the instructor.

Each lesson will include a variety of teaching/learning experiences. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

## ASSESSMENTS

### Attendance and Participation

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential. A minimum of 90% attendance is required for this course.

Students are expected to *attend* and *participate* in all classes, to be actively involved in discussions, and must take responsibility for their own learning. Personal experience combined with thoughtful, reflective insight from assigned reading will provide much of the material for discussion. It is, therefore, expected that students are prepared for classes by having completed the required readings, assignments and other assigned work.

Professional behaviour is expected. If a class is to be missed, the student should communicate with their instructor ahead of time and at least upon their return to class.

### Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students. Therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

**ALL** assignments must also be submitted punctually. **5% will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

## EVALUATION

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Weekly Homework& Reflections	30%
Assignment #2	Creative Project	25 %
Assignment #3	Article Review OR Diary of Topic	20%
Assignment #4	Graffiti Presentation and Report	25 %
		100 %

## REQUIRED TEXTBOOKS/MATERIALS

McDaniel, S. and Tepperman, L. (2015), *Close Relations: An Introduction to the Sociology of Families* (5<sup>th</sup> Ed.). Toronto: Pearson Canada.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[http://www.yukoncollege.yk.ca//downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in

knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca)

## **LORENE ROBERTSON WRITING CENTRE**

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).