



**COURSE OUTLINE**

**SOCI 203**

**SOCIOLOGY OF THE FAMILY**

**3 CREDITS**

PREPARED BY: Shawkat Shareef, Ph.D.

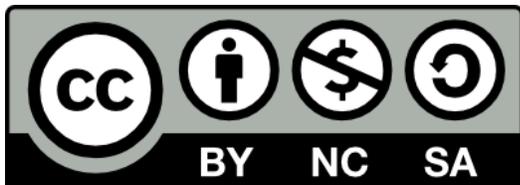
DATE: August 13, 2020

APPROVED BY: Name, Title

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**SOCIOLOGY OF THE FAMILY**

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**INSTRUCTOR:** Dr. Shawkat Shareef

**OFFICE HOURS:** Moodle , Fridays, 10 am-12 pm

**OFFICE LOCATION:** A 2303

**CLASSROOM:** ONLINE CLASS

**E-MAIL:** sshareef@yukonu.ca

**CLASS TIME:** ONLINE

**TELEPHONE:** 867 456 8604

**DATES:** September 20 to December 20 2020

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**COURSE DESCRIPTION**

Using a comparative approach, this course offers a preliminary examination of several sociological perspectives on families, emphasizing current changes and trends, institutional characteristics, and research conducted in Canada on various aspects of families. The course focusses on families in Canada, incorporating multidimensional analyses and discussions of cross-cultural world views (including indigenous world views) as they relate to the family and historical elements in Canadian society. This course also includes reflections on families in a global context.

**PREREQUISITES**

SOCI 100 or equivalent

**RELATED COURSE REQUIREMENTS**

2Online access to Moodle required.

**EQUIVALENCY OR TRANSFERABILITY**

AU	SOCI 2XX (3)	CAPU	SOC 2XX (3)	CNC	SOC 230 (3)
COTR	SOCI 2XX (3)	KPU	SOCI 2250 (3)	NIC	SOC 2XX (3)
NVIT	SOCI 2XX (3)	OC	SOCI 2XX (3)	SFU	SA 2SOCI (3)
TRU-OL	SOCI 2XX1 (3)	May not receive additional credit for TRU-OL SOCI 4301 (3)			
TWU	SOCI 221 (3)	UBCV	SOCI 200 (3)	UCW	SOCI 2XX (3)
UFV	SOC 2XX (3)	UNBC	SOSC 2XX (3)	UVIC	SOCI 205 (1.5)

**LEARNING OUTCOMES**

Upon successful completion of the course, the students will be able to:

- analyse and evaluate research on family in Canada and abroad
- demonstrate an understanding of First Nations world views on family, patterns and functions through the socio-cultural, historical and political context of changes in Canadian society
- critically analyse their own views about different aspects of family lives in the context of a postmodern society (e.g., Canada) and
- objectively apply a sociological perspective and different theoretical frameworks to their knowledge of diverse multicultural and social/political aspects associated with Canadian and global families

## COURSE FORMAT

Due to COVID-19 and social distancing recommendations from the Chief Medical Officer of Health, this course is being taught online using a variety of materials, activities, and technical solutions. You will need to visit the course Moodle site and participate in online activities and discussions as assigned and scheduled.

There are no in-person meetings scheduled for this course and you will work on your own schedule. While there may be no set meetings times, video- or audio-conferencing may be used for office hours tutorials, teaching sessions, seminars and class meetings. Although This is a self-paced course, the class will proceed on a timetable with set assignments and due dates.

## ASSESSMENTS

### Participation

Participation in class is essential to the development of class unity and the learning process for everyone. Discussion forums offer students a forum in which to express ideas and be educated through the ideas of others. We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that students and instructor must monitor their speech so as not to give more than their fair share.

Students will also write a number of short assignments through practicing reflexive commentaries, demonstrating their understanding of theories about families and the practical implications of those theories in the understanding of indigenous, non-indigenous and immigrant families. There are no points assigned to these practice reflexive commentaries, but performance on these short practice assignments (both completion and quality) will be added to the overall participation grade as a percentage. Also, practice reflexive commentaries will help stimulate the discussions the forums. For more details, see below.

### Written Examinations

There will be two written exams: one midterm and the other is the final exam.

### Assignments

There will be two reflexive commentary assignments. The topics for the assignments are self-chosen by the students based on their experience in practice reflexive commentaries. See below for details about assignments. More to follow in the Discussion Forum.

### Research Paper

Students will write one research paper on a self-researched topic about Canadian aboriginal and/or immigrant families. The paper topic must be approved by the instructor. The paper should be documented

and formatted according to APA style and maximum of eight (8) pages (excluding the references) using 1.5 line spacing and 12 point fonts.

### **STUDYING & LEARNING STRATEGY**

Textbook aside, the on-line course environment containing several tools that would help you to get used to using the course material and enhance your learning experience. Please practice the following as your everyday guide to studying and learning.

#### **The Beginning**

At the very beginning, you should be able to familiarize yourself with the course syllabus, the Moodle course website, and the course textbook. Also, you should start reading the Week 1 readings and begin to address the concept of Reflexive Commentary based on the readings. Reflexive Commentary will be a big part of your learning throughout the course and it will certainly help you to do well in that.

#### **Weekly Reading Strategy**

As part of weekly readings, you should start by reading through Chapter Summary, Learning Objectives, and Time to Review Questions. *You can follow your own individual reading habit in order to address those sections mentioned above but please do note that if you read Chapter Summary and Learning Objectives first before you start with the actual textbook chapter, it will only help you to understand what to expect in the textbook chapter itself and how to focus on different topics.* Upon finishing reading the chapter, you can address some of the Time to Review Questions and try to answer them in rudimentary fashion (this will help you to do reflexive commentary later on).

#### **Problem solving**

It is very natural that you may run into difficulties to understand the textbook material. Do not worry when it happens because there are several tools to solve these problems: Chapter summary with short question topic and brief explanations, Discussion Forum and Email. Besides the textbook chapter summary and key terms that will direct you to many broader online materials to understand the relevant topics at hand, Discussion Forum is to support you to clarify confusions regarding course materials. Don't understand a topic? Simply start a thread with your question to your classmates and try to generate a very cooperative and congenial discussion. However, do this only after you have really invested some time and energy to understand the material because your classmates will not give you full answers to any topic/issue in question and if anybody attempts to do that, it will be considered unethical. As said before, Discussion Forum is an online-substitute for in-class lecture and discussions here should be regarded as discussions, not answers to questions (but definitely discussions will most likely lead you to the correct answers). Post your general course questions on the Forum. I will monitor the Discussion Forum and if necessary, will post comments to your inquiries/comments. If you are still struggling, send an Email to me through Moodle emailing environment and please be very specific topic/issue based in your emails. Personal problem related emails will be automatically ignored.

#### **Reflexive Commentary**

You have done your homework so far (reading textbook chapter, summary, review questions and learning objectives for each chapter) and now it is time for you to proceed with Reflexive Commentary. Reflexive

Commentary is a proof that you understand the course material and that you can engage with it through your critical reflection skills. It's basically your self-assessment tool to understand your own comprehension capacity of the course materials to develop your own reflective questions (other than the ones mentioned in the Critical Thinking Questions section at the end of every chapter). Reflexive Commentary will strengthen your skill and capacity that you need to write exams.

**Practice Reflexive commentaries** are written reflections of weekly readings. These practice reflexive commentaries will lead to **two** commentaries in total throughout the span of the course which are regarded as four formal assignments (see Reading List for the due dates). The commentaries will be submitted to the Discussion Forum when asked by me to do so using Moodle course website and in Word or PDF files. Submission of the commentaries are time sensitive and no late submissions will be accepted. There will be no make-up commentaries for missed opportunity. However, under extenuating circumstances (for which documentations are required), you can arrange for early submissions of the commentaries.

The purpose of the reflexive commentary is to enable you to develop critical analytical thought process. Therefore, the commentaries should not be just descriptive, rather they will be your own thoughts about different theories and concepts in textbook readings. Also, another aspect of the commentaries will focus on the Critical Thinking Questions at the end of the chapters where you will choose one question from each chapter to specifically critically analyze and explain. In other words, the latter aspect of commentaries (critical thinking questions) are to enable you to think about the issue in more in-depth fashion. If your analysis and/or explanations can generate some debate/discussion among your peers, then you know that you have done a good job.

The **length of each commentary or formal assignment** should not exceed *one and half pages* of type d text, using 1.5 line spacing and 12 pt Times New Roman font. No need to use a cover page for commentaries. Simply put your name and Id on the top left corner of the submission.

### **Exam preparations**

On exam days, reviewing all study notes and Reflexive Commentaries will get you ready for the exam. When the exam is available online, first, read the question thoroughly to know what has been specifically asked in the question to address. It is up to you in which order you will answer the questions as long as the numbers of the questions are clearly specified. Always try to answer the questions that are easier and more familiar to you and save the challenging ones for the last. Exam time is limited and so, you have to do all the preparations beforehand so that you are not struggling for time. Topics will be provided before each exam for your preparations. You will not be allowed to hand in the exam after the deadline: you fail to submit the exam on time, you miss the exam altogether.

### **EXAM FORMATS**

First, there will be no multiple-choice and/or true-false questions for any midterm or final exam. All three exams will use short and long essay. Then, short questions will be "definitions" based and will require paragraph-long answer. Finally, the long essay topics will be drawn from major ideas/themes from the course readings. Long essays will be up to three pages (1.5 line spacing and 12 pt Times New Roman font). Textbook will be used for all three exam materials and exam questions will be available on the Moodle course website on the day of the exam. You will have 120 minutes (2 hours) to work on and submit your answers using Moodle course website. All exams are non-cumulative. Please do note that exam submissions are strictly time sensitive and late admissions will not be accepted.

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### EVALUATION

<b>Participation</b>	10%
<b>Midterm Exam</b>	25% (October 23, by 7-9 PM)
<b>Final Exam</b>	30% (December 14, by 7-9PM)
<b>Assignment 1: Reflexive Commentaries</b>	10% ( October 16, by 7 PM)
<b>Assignment 2: Reflexive Commentaries</b>	10% ( November 20, by 7 PM)
<b>Research Paper</b>	15% ( Due December 4, by 7 PM)
<b>Total</b>	<b>100%</b>

### REQUIRED TEXTBOOKS AND MATERIALS

The Family Dynamic: A Canadian Perspective, 7th Canadian edition. Mark Belanger and Margaret Ward (2018). Nelson.

**Please note:** *This textbook comes both in hard copies and e-link from the publisher that can be purchased through Yukon University Bookstore and/or directly from the publisher. Hard copies can also be obtained through Amazon.*

### GENERAL RULES

**Email:** All emails will be considered official and thus, emails will be formal both in language and presentation. Emails sent through Moodle SOCI 203 course website will be answered. So, please no emails from your personal email address as they will not be answered. Consider Discussion Forum is the most formal platform to post your questions about all types of course materials.

**Discussion Forum:** Discussion Forum is the online substitute for in-class lecture and thus, it should be used formally and appropriately. Discussion, debate should never entail any abusive language and tone and there will be zero tolerance for any kind of disrespectful presentation.

**Disclaimer:** The information is subject to change and if any change occurs in this online course, will be notified through Moodle, in the Announcements section.

### ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

### PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or

licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work 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 University.

### YUKON FIRST NATIONS CORE COMPETENCY

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

### ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): [lac@yukonu.ca](mailto:lac@yukonu.ca).

### TOPIC OUTLINE

Week 1 (September 1)	<i>COURSE INTRODUCTION AND KNOW-YOUR-SYLLABUS</i>	
Week 1 (September 2-4)	<p>Readings</p> <ul style="list-style-type: none"> <li>Chapter 1: Summary, Learning Objectives and Time to Review Questions</li> </ul> <p>Chapter 1: What is a Family?</p>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 2 (September 7)	<p>Reading</p> <ul style="list-style-type: none"> <li>Chapter 2: Summary, Learning Objectives and Time to Review Questions</li> </ul>	
(September 8-	Chapter 2: History, Culture and Canadian	Practice Reflexive

11)	Families	Commentary: What do you think about the issue (Discussion Forum)
Week 3 (September 14)  (September 15-18)	Reading <ul style="list-style-type: none"> <li>Chapter 3: Summary, Learning Objectives and Time to Review Questions</li> </ul> Chapter 3: Getting Together	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 4 (September 21)  (September 22-25)	Reading <ul style="list-style-type: none"> <li>Chapter 4: Summary, Learning Objectives and Time to Review Questions</li> </ul> Chapter 4: Wedding Bells...or Not	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 5 (September 28-30)	Reading <ul style="list-style-type: none"> <li>Chapter 5: Summary, Learning Objectives and Time to Review Questions</li> </ul> Chapter 5: Children---Yes or Not?	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 6/7 (October 2, 5-9)	Reading <ul style="list-style-type: none"> <li>Chapter 6: Summary, Learning Objectives and Time to Review Questions</li> </ul> Chapter 6: Bringing up Baby	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 8 (October 13-16)	Reading <ul style="list-style-type: none"> <li>Chapter 9: Summary, Learning Objectives and Time to Review Questions</li> </ul> Chapter 9: The Lone Parent Family–Future Majority?	<b>Assignment 1: Reflexive Commentary due October 16:</b> Choose two Time to Review questions from any chapter ( 1-6) : Discussion Forum)
Week 9	Reading	Practice Reflexive

(October 19-23)	<ul style="list-style-type: none"> <li>Chapter 10: : Summary, Learning Objectives and Time to Review Questions</li> </ul> <p>Chapter 10: Coming Apart: The Divorce Experience</p>	Commentary: What do you think about the issue (Discussion Forum)
<b>Week 9 October 23</b>	<b>MIDTERM EXAM</b>	<b>MOODLE, 7-9 PM</b>
Week 10 (October 26-30)	<p>Reading</p> <ul style="list-style-type: none"> <li>Chapter 12: Summary, Learning Objectives and Time to Review Questions</li> </ul> <p>Chapter 12: The family, work, and caregiving</p>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 11 (November 2-6)	<b>Second Midterm, November 6</b>	<b>Moodle: 7-9 pm</b>
Week 12 (November 9,10,12, 13)	<p>Reading</p> <ul style="list-style-type: none"> <li>Chapter 13: Summary, Learning Objectives and Time to Review Questions</li> </ul> <p>Chapter 13 The Family Beleaguered-----When Problems Come</p>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 13 (November 16-20)	<p>Reading</p> <ul style="list-style-type: none"> <li>Chapter 14: Summary, Learning Objectives and Time to Review Questions</li> </ul> <p>Chapter 14: Home Dangerous Home.....Violence in the Family</p>	<b>Assignment 2: Reflexive Commentary due November 20:</b> Choose two questions in total from any chapters ( 9,10, 12): Discussion Forum)
Week 14 (November 23-27)	<p>Reading</p> <ul style="list-style-type: none"> <li>Chapter 15: Summary, Learning Objectives and Time to Review Questions</li> </ul> <p>Chapter 15: Poverty and the family</p>	Practice Reflexive Commentary: What do you think about the issue (Discussion Forum)
Week 15/16	Summary of the course	General discussions on

(Nov. 30, Dec. 1-4)		different topics in Discussion Forum  Research paper due: December 4
<b>Week 17</b>	<b>Final Exam, December 14</b>	<b>Moodle: 7-9 pm</b>