

Course ID:	Course Title:	Fall 2019
SO 200	Sociology of Families	Prerequisite: SO 121
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tuesday/Thursday	Instructor:	Joel Thiessen, PhD	First day of classes:	Wed, Sept 4
Time:	8:15-9:30am	Email:	jathiessen@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 15
Room:	A2131	Phone:	403-410-2000 ext.2979	Last day to request revised final exam:	Fri, Nov 1
Lab/ Tutorial:	N/A	Office:	L2105	Last day to withdraw from course:	Mon, Nov 18
		Office Hours:	Tuesday 12-2pm Thursday 9:45-11am	Last day to apply for coursework extension:	Mon, Nov 25
Final Exam:	Friday, December 13 @ 1pm, A2131			Last day of classes:	Wed, Dec 11

## Course Description

A study of the function and structure of the family and its place in society. The emphasis is on the family as a social institution and its cultural foundations.

## Expected Learning Outcomes

1. To develop a sociological account for how and why families have changed over time in Canada, and the impact of such changes in Canadian society.
2. To cultivate a sociological lens to make sense of family perceptions, experiences, and narratives over the life course.
3. To draw on sociological theory, concepts, and data on the family to inform critical reflection and application for everyday family, organizational, and public policy settings.
4. To consider the variables and short and long term implications that surround socialization patterns and dynamics between parents and children.
5. To grapple with one's Christian thinking and practice in the area of family life.

## Textbooks

Bengston, Vern, Norella Putney and Susan Harris. 2013. *Families and Faith: How Religion Is Passed Down Across Generations*. New York, NY: Oxford University Press.

McDaniel, Susan, Lorne Tepperman and Sandra Colavecchia. 2019. *Close Relations: An Introduction to the Sociology of Families*. 6<sup>th</sup> Edition. North York, ON: Pearson.

## Course Schedule

Date	Topic & Assigned Reading
September 5	Course Introduction
September 10	Families and Family-Like Relationships (Ch.1)
September 12	RESCHEDULED ... Guest Speakers – Tony Snow and Teresa Snow
September 17	Historical Perspectives on Canadian Families (Ch.2) & How Families Begin (Ch.3)
September 19	Types of Intimate Couples (Ch.4)
September 24	Guest Speakers – Tony Snow and Teresa Snow ("Contemporary Practice of Traditional Aboriginal Child Rearing: A Review" – article available on Moodle)
September 26	NO CLASS ( <i>Spiritual Emphasis Days</i> )
October 1	Happy and Healthy Relationships (Ch.5)
October 3	"What advice would you give?" Discussion #1
October 8	<b>Exam #1</b>
October 10	Families and Faith (Ch.1-3)
October 15	Families and Faith (Ch.4-6)
October 17	Families and Faith (Ch.7-10)
October 22	Parenting (Ch.6)
October 24	Film ("Hyper Parents and Coddled Kids") *NO CLASS – watch on your own time
October 29	"What advice would you give?" Discussion #2
October 31	Guest Speaker – Nancy Nason-Clark ("Victims/Survivors" – article available on Moodle)
November 5	Stress and Violence (Ch.8)
November 7	<b>Exam #2</b>
November 12	NO CLASS ( <i>Reading Week</i> )
November 14	NO CLASS ( <i>Reading Week</i> )
November 19	Work and Family Life (Ch.7)
November 21	Film ("No Place Called Home") *NO CLASS – watch on your own time
November 26	Divorce and Ending Relationships (Ch.9)
November 28	Family Transitions and Diversity (Ch.10)
December 3	Film ("Flying Solo")
December 5	"What advice would you give?" Discussion #3
December 10	A Glimpse Into the Future (Ch.11)

## Requirements:

\*Failure to submit all assignments will result in an automatic failing final grade.

### 1) Reflective Assignments (12%) – Ongoing

Few institutions impact individuals as personally or deeply as the family. The following writing assignments are designed to help you reflect personally – against the backdrop of sociological theory, concepts, and data – about your own family experiences. Answer the following questions in one page (double spaced, 12-size font). No title page or bibliography are warranted – just your name and the course title in the header is sufficient. Assignments are due as a hard copy at the beginning of class on the dates noted below. Each assignment is worth 3% of your final grade. Late assignments will receive a zero.

Due Date	Question/Topic
September 10	Tell me about your family.
October 17	Drawing on Part 3 of <i>Families and Faith</i> : Which, if any, of the following terms apply to you: rebel, zealot, prodigal, religious none (and explain)? In the assigned reading we learn of several social factors that contribute to effective or ineffective faith transmission. Compare these with your own experiences.
October 29	Describe how you were parented. In your response, identify and explain one parenting approach that, if you one day have children, you will incorporate, and one parenting approach that you will set behind.
December 10	What three insights stand out most to you in this course? Explain.

### 2) “What advice would you give?” Discussions (5%) – October 3, October 29, and December 5

We will take three classes to address “what advice would you give?” questions, in light of course materials as well as external research sources. During these classes students will meet in smaller groups to research and discuss an assigned question, before coming together as an entire class to exchange our learnings and insights. Students receive 5% for participating in all three conversations. Arriving late for these discussions will result in a 1% deduction, and not showing up at all will result in a 2% deduction, per missed/late discussion.

### 3) Exams (54%) – October 8, November 7, and December 13.

There are three exams in this course, each worth 18% of your final grade. Answer 45 multiple choice questions or 3 of 6 essay questions (each question worth 15 marks) based on class readings and lectures. Exams are not cumulative. Students must declare in advance which exam format they choose, on the sign-up sheet circulated in class prior to the exam. If nothing is selected beside your name, it is assumed that you will write the multiple choice exam.

#### 4) Term Project (29%) – December 9 @ 12:00pm

Select one of the following two options, and submit your project as a 5-6 page paper or propose and submit an alternate creative medium (e.g., video, poster/bulletin board, board/card game). If students choose an alternative creative medium, they must discuss the proposed idea and receive approval and specific parameters moving forward from the professor prior to Thursday, October 3. In addition to drawing on your textbooks, read and review at least 10 peer-reviewed sources (i.e. academic books and articles) to anchor your empirical support.

- **Marriage Proposal:** Drawing especially, but not exclusively, on material from chapter 5 (happy and healthy relationships), chapter 6 (parenting), chapter 7 (work and family), and the book *Families and Faith*, develop a marriage proposal for your future spouse that addresses things that you “would like to see” and things that you “hope to avoid” in your marriage. For example, how do you envision gender roles in the family; what do you anticipate the division of labour looking like; would you like to have children (if so, how many and at what stage in the family life); what might your approach to parenting look like (and what role, if any, might extended family have); what are your views on working outside the home and the balance with family life; how will you approach the subject of religion?
- **Family Assessment:** As you consider your own family alongside what we know sociologically about the family, what are the strengths of your family dynamics and realities, and what areas possibly warrant opportunity for attention and development?

There are two components to this assignment. Every student must exchange their completed project with one other classmate of their choosing, no later than November 27. In turn, students will read and provide typed feedback no later than December 4. Feedback should focus on areas in the grading rubric at the end of the syllabus, in the context of the research questions/topics above. Students are then encouraged to take this feedback into account in the revision process before a final submission to the professor. Assignment submissions should include the written feedback from your peer at the end, following the bibliography.

A title page and bibliography (in addition to the 5-6 pages) are expected, correctly formatted to ASA guidelines (see links provided on Moodle and Johnson book on reserve). Papers should be double spaced, with 1” (2.54cm) margins on all sides, and 12 point font. Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).

Submit an electronic copy of your assignment on Moodle. Note that your paper submission goes through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

#### Attendance:

I have a high regard for our times together in class – this time is sacred. You are free to attend class or not, but should you decide to do so, I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities and do not disturb those around you

If you cannot uphold all three of these expectations, you are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

## **Student Success**

We at Ambrose want students to succeed as whole persons throughout the educational experience. Students have a responsibility to take the lead in their own well-being. Ambrose offers a range of supports to help students, and students are encouraged to make use of these resources if or when helpful to do so.

### Student Success Workshops

Want to learn more about how to budget your money or your time? Trying to find your way amidst academic jargon, or you want to learn to take better notes or develop helpful study strategies? Not sure where to begin your research project or how to communicate your research when it is complete? Aiming to take care of your mental health? Check out workshops on these and many other great topics throughout the semester at <https://ambrose.edu/academics/student-academic-success/student-success-workshops>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

## Grade Summary:

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Grading Rubric

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>A</b> <b>86-100</b>	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper  Each sentence/paragraph logically leads to the next	Few to no spelling, grammar, or other writing errors.  Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.  Establishes order to ideas and

	in relevant ways		Carefully selected details which support general statements and central thesis			<p>points out relationships between them.</p> <p>Number and quality of main points are sufficient</p> <p>Presentation of ideas develops to a logical conclusion and/or summary</p> <p>Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.</p>
<b>B 72- 85</b>	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	<p>Clear central thesis</p> <p>Appropriate details/synthesis most of the time.</p> <p>Sentences/paragraph generally flow logically together</p>	<p>Some spelling, grammar, and writing errors</p> <p>Some awkward transitions between words, sentences, and paragraphs</p>	Mostly achieved	<p>Communicates to some degree the main theme, thesis, or primary focus of presentation.</p> <p>Ideas follow a general logical flow with presenter providing some synthesis between points</p> <p>Number and quality of main</p>

						<p>points are sufficient</p> <p>Logical conclusion and/or summary provided that develops from the presenters points</p> <p>Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact</p>
<b>C 60- 71</b>	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	<p>Adequately limited central thesis</p> <p>Details/synthesis may be repetitious or absent altogether.</p> <p>Sentences/paragraphs rarely, if ever, flow logically together</p>	<p>Several spelling, grammar, and writing errors</p> <p>Several awkward transitions between words, sentences, and paragraphs</p>	Inconsistently achieved	<p>Unclear presentation of main theme, thesis or focus of presentation</p> <p>Little order to ideas and relationships between points not clarified clearly</p> <p>Number and quality of main points are lacking in sufficiency</p> <p>Weak conclusion and/or summary</p> <p>Presentation style lacking as</p>



						<i>And so on....</i>	demonstrated through non-verbal communication, body language, voice, and eye contact
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## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.