



Course Outline (Higher Education)

School:	School of Arts
Course Title:	SOCIOLOGY OF FAMILIES AND RELATIONSHIPS
Course ID:	SOCIO2001
Credit Points:	15.00
Prerequisite(s):	BAXDC1003 or SOCIO1001 or SOSCI1002
Co-requisite(s):	Nil
Exclusion(s):	(SOCIN2101 and SOCIO3001)
ASCED:	090301

Description of the Course:

This course provides a sociological perspective on families, relationships and intimate life. It explores a diverse range of theoretical perspectives, situating families in their historical and cultural contexts. It covers all of the key stages in the life course including childhood, youth, partnering, parenting, and ageing, and critiques the positives and negatives of family life including intimacy and violence. The course examines relationships beyond notions of family, heterosexuality, coupledness, and cohabitation. It examines diversity in families/relationships, separation and divorce, marriage, and de facto relationships, and explores the impact on society of transnational families, surrogacy, and assisted reproductive technologies.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe basic sociological concepts of socialization, class and gender, social and historical construction
- K2.** Identify the conceptual and theoretical frameworks for understanding families and relationships
- K3.** Define the diversity of family and relationship structures, their sociological contexts, and their roles in different cultures, times, and places
- K4.** Outline the role of social structures such as government, and religion, and the significance of the economy, policy, and technology, in shaping concepts of family and relationships.

Skills:

- S1.** Develop sociological research, writing and referencing skills
- S2.** Analyze critically the connections between academic learning and observed life experience
- S3.** Evaluate critically contemporary and historical issues and theories relevant to the sociology of families and relationships.

Application of knowledge and skills:

- A1.** Interpret critically how cultural, technological, historical, and structural factors have influenced conceptualization of families and relationships
- A2.** Illustrate key debates regarding family, relationships, kinships, and intimate life utilizing evidence based approaches
- A3.** Apply research skills and sociological theories to contemporary issues related to families.

Course Content:

Topics may include:

- Relationships and family over time
- Diversity in families and relationships
- Sociological perspectives on relationships and families
- Young people, relationships & sexuality
- Love, commitment and marriage
- Relating beyond the cohabitating couple
- Fertility, technology, and family change
- Parenting, children, and childcare
- Families and labour
- Separation, divorce, and reconstituted families
- Violence in intimate relationships
- Ageing, care and intergenerational relationships
- New families and new relationships
- Australian Indigenous kinships.

Values:

- V1.** Professional autonomy and accountability in the field of social science

- V2.** Importance of building a sociological understanding of contemporary societies
- V3.** Appreciation and understanding of the diversity of families, relationships, and intimate life
- V4.** Developing a sociological imagination in writing and understanding the need for argument.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, K3, K4, S1, S2, S3, A1, A2, A3	AT1, AT3, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K4, S2, A2, A3	AT1, AT3, AT4
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K4, S1	AT1, AT3, AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	Not applicable	Not applicable
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S2, S3, A1, A2	Weekly online journal activity questions from set reading and reflections on set audio/visual content related to weekly topic	Critical Reflection and Engagement	10-15%
K1, K2, K4, S3, A1	Three in class quizzes (online timed quizzes for online students)	Quizzes	15-20%
K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	Students develop skills in critical analysis of and the construction of an informed and substantiated argument	Minor Research Essay	20-35%
K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	Students develop skills in independent research and critical analysis and the construction of an informed and substantiated argument	Major Research Essay	35-50%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)