

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	SOCIOLOGY OF FAMILIES AND RELATIONSHIPS
Unit ID:	SOCIO3001
Credit Points:	15.00
Prerequisite(s):	(BAXDC1003 or SOCIO1001 or SOSCI1002) (At least 30 credit points from BASOC or SOCIO or SOSCI subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(SOCIO2001)
ASCED:	090301

Description of the Unit:

This course provides a sociological perspective on families, relationships and intimate life. It explores a diverse range of theoretical perspectives, situating families in their international 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. 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.

Does Recognition of Prior Learning apply to this Unit? No

Placement Component: No

Supplementary Assessment: Yes

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

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe sociological concepts of socialization, class and gender, social and historical construction at an advanced level
- K2.** Identify the conceptual and theoretical frameworks for understanding families and relationships at an advanced level
- K3.** Define the diversity of family and relationship structures, their sociological contexts, and their roles in different cultures, times, and places
- K4.** Outline the interconnections between different 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 advanced sociological research, writing and referencing skills
- S2.** Analyze critically the connections between academic learning and observed life experience, at an advanced level
- S3.** Evaluate critically contemporary and historical issues and theories relevant to the sociology of families and relationships at an advanced level.

Application of knowledge and skills:

- A1.** Interpret critically at an advanced level, how cultural, technological, historical, and structural factors have influenced conceptualization of families and relationships
- A2.** Apply advanced critical thinking skills to key debates regarding family, relationships, kinships, and intimate life
- A3.** Use sophisticated research skills and sociological theories in deep analysis of contemporary issues related to families.

Unit 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
- Ageing, care and intergenerational relationships
- New families and new relationships
- Australian Indigenous kinships.

Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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.	K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	AT1, AT2, AT3
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.	N/A	N/A
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.	K4, S2, A2, A3	AT1, AT2, AT3
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.	K1, K4, S1	AT1, AT2, AT3
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.	A2	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S3, A1	Weekly online quizzes developing comprehension of course materials and relevant concepts related to the sociology of families and relationships.	Periodic online assessment	25-30%
K1, K2, K3, K4, S1, S2, S3, A1, A2, A3	Students develop skills in sociological research, writing and referencing, through the critical examination of issues, theories and policies regarding families and relationships in a cross-cultural context.	Policy report	30-35%
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.	Research Essay	35-40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students

2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)