

Course Outline (Higher Education)

School:	School of Arts
Course Title:	SOCIOLOGY OF FAMILIES AND RELATIONSHIPS
Course ID:	SOCIO3001
Credit Points:	15.00
Prerequisite(s):	(BAXDC1003 or SOCIO1001 or SOSCI1002) (At least 30 credit points from or BASOC or SOCIO or SOSCI subject-area at 2000-2999 level)
Co-requisite(s):	Nil
Exclusion(s):	(BASOC2001 and SOCIO2001)
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	■	■	■	■	■	■
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.

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.	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	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, 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	30-45%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)