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 SOCI01001 or SOSCI002

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, coupledom, 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:

<table>
<thead>
<tr>
<th>Level of course in Program</th>
<th>AQF Level of Program</th>
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<tbody>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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Level of course in Program | AQF Level of Program
--- | ---
Advanced | 5 | 6 | 7 | 8 | 9 | 10

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

<table>
<thead>
<tr>
<th>Graduate attribute and descriptor</th>
<th>Development and acquisition of GAs in the course</th>
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</thead>
<tbody>
<tr>
<td>GA 1 Thinkers</td>
<td><strong>Learning Outcomes (KSA)</strong>: K2, K3, K4, S1, S2, S3, A1, A2, A3</td>
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<tr>
<td>GA 2 Innovators</td>
<td>Educational outcomes are designed to be reflective in their approach, facilitating a positive change.</td>
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<tr>
<td>GA 3 Citizens</td>
<td><strong>Assessment task (AT#)</strong>: AT1, AT3, AT4</td>
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<tr>
<td>GA 4 Communicator</td>
<td><strong>Critical Reflection and Engagement</strong></td>
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<tr>
<td>GA 5 Leaders</td>
<td><strong>Not applicable</strong></td>
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### Learning Task and Assessment:

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

APA

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

Fed Cite - [referencing tool](#)