



The University of Southern Queensland

Course Specification

Description: Families and Society

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2104	18169	3, 2002	EXT	1.00	TWMBBA

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Shirley O'Neill

Moderator: Kari Winer

RATIONALE

As the primary socialising institution, families are an essential focus of study in any program designed to prepare professionals working with children and families for the roles they play in today's society. An understanding of the role played by families in mediating between the individual and society, as well as the outcomes of this mediation process is central to working with young children. Families are considered as a site of both socialisation and resistance to prevailing hegemony. In coming to understand children, families, and child-rearing, early childhood professionals need a sound knowledge of the ways in which families act to promote and support prevailing societal expectations, as well as their function in leading and responding to societal change.

SYNOPSIS

This course introduces students to the changing nature of the form, structure and function of the family in contemporary society. While the emphasis will be on the Australian context, opportunities for cross-cultural comparisons and explorations will be provided. Particular attention is given to relevant issues related to aboriginality. The course will also examine the nature and effect of social policies as they impact on socialisation. The implications of gender, class and ethnicity dimensions on families will be addressed. Social institutions such as education, religion, economy and government will be examined insofar as they impinge on and reflect changes in the role and form of contemporary family structures. Particular attention will be paid to the impact of government and economic policies and directions on services for young children and their families.

OBJECTIVES

On successful completion of this course students will be able to:

- demonstrate an understanding of the socialisation process, in particular the development of perceptions, attitudes and values.
- demonstrate familiarity with selected aspects of Australian society, in particular the family
- demonstrate understanding of the role of major societal institutions as they impact on the family
- clearly articulate the meaning of "diversity", and identify implications of this policy for the child care industry and for schools
- demonstrate an ability to analyse the effects of social change

TOPICS

Description	Weighting (%)
1. Socialisation processes	10.00
2. The family in Australian society	30.00
3. Social institutions and their impact on the Australian family	15.00
4. Diversity and its implications for children and families	15.00
5. The effects of social change	30.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Earle, L., & Fopp, R 1999, *Introduction to Australian society*, 3rd edition, Harcourt Brace, Sydney.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Amato, P.R 1987, *Children in Australian families: The growth of competence*, Prentice Hall, New York.

Aspin, L.J 1994, *The family: An Australian focus*, 3rd edition, Longman Cheshire, Sydney.

Australian Bureau of Statistics 2000, *Australian Social Trends*, Commonwealth of Australia AusStats Database, Canberra, ACT.

Berger, H.E 2000, *Parents as partners in education: Families and schools working together*, 5th edition, Merrill, Upper Saddle River, NJ.

Bernardes, J 1997, *Family studies: An introduction*, Routledge, New York.

- Bittman, M., & Pixley, J 1997, *The double life of the family*, Allen & Unwin, St Leonards, NSW.
- Bowes, J.M., & Hayes, A. (Eds.) 1999, *Children, families and communities: Contexts and consequences*, Oxford University Press, South Melbourne.
- Brennan, D 1994, *The politics of Australian child care: From philanthropy to feminism*, Cambridge University Press, Cambridge.
- Briggs, F 1994, *Children and families: Australian perspectives*, Allen & Unwin, St Leonards, NSW.
- Creaser, B., & Dau, E. (Eds.) 1995, *The anti-bias approach in early childhood*, Harper Educational, Pymble, NSW.
- Funder, K. (Ed.) 1991, *Images of Australian families*, Longman, Melbourne.
- Giddens, A 1993, *Sociology*, 2nd edition, Polity Press, Cambridge.
- Gilding, M 1997, *Australian families: A comparative perspective*, Addison Wesley Longman, Melbourne, VIC.
- Howe, J 1999, *Early childhood family and society in Australia: A reassessment*, Social Science Press, Katoomba, NSW.
- Jamrozik, A 1996, *Children and society: The family, the state and social parenthood*, Macmillan Education Australia, Melbourne.
- Jureidini, R., Poole, M., & Kenny, S 2000, *Sociology: Australian connections*, Allen & Unwin, St Leonards, NSW.
- Neugebauer, B 1992, *Alike and different: Exploring our humanity with young children*, Washington DC.
(Rev.ed. Publisher: National Association for the Education of Young Children.)
- Yeo, A., & Lovell, T 1998, *Sociology for childhood studies*, Hodder & Stoughton, London.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40
Directed Study	80
Private Study	45

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ASSIGN 1 ESSAY	40.00	40.00	Y	20 Dec 2002
ASSIGN 2 ESSAY/REPORT	60.00	60.00	Y	07 Feb 2003

OTHER REQUIREMENTS

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
 - 2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
 - 5 All assessment items must be submitted and passed overall.
 - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
-