



The University of Southern Queensland

Course Specification

Description: Families and Society

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2104	24768	2, 2003	ONC	1.00	TWMBA

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 the family in mediating between the individual and society, as well as the outcomes of this mediation process is central to working with young children. The family is 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 across cultures, in particular the development of perceptions, attitudes and values.
- demonstrate familiarity with selected aspects of Australian society, including their application to other cultures.
- 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/schools.
- demonstrate an ability to analyse the effects of social change on the child care industry/schools.

TOPICS

Description	Weighting (%)
1. Socialisation processes	10.00
2. The family in Australian society, societal issues and family across cultures	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.

Howe, J. 1999, *Early Childhood, Family and Society in Australia: A Reassessment*, Social Science Press, Katoomba.

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.

Australian Bureau of Statistics 2000, *Australian Social Trends 2000*, Commonwealth of Australia, 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, London.

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, Melbourne.

Brennan, D. 1994, *The Politics of Australian Child Care: From Philanthropy to Feminism*, Cambridge University Press, Cambridge, New York.

- 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*, 2nd edition, Harper Educational, Pymble, NSW.
- Earle, L. & Fopp, R. 1999, *Introduction to Australian Society: A Sociological Overview*, 3rd edition, Harcourt Brace, Sydney.
- Gestwicki, C. 1996, *Home, School and Community Relations: A Guide to Working with Parents*, 3rd edition, Delmar Publishers, Albany NY.
- Giddens, A. 2001, *Sociology*, 4th edition, Polity Press, Cambridge.
- Gilding, M. 1997, *Australian Families: A Comparative Perspective*, Addison Wesley Longman, Melbourne VIC.
- 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.

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	01 Sep 2003
ASSIGN 2 ESSAY/REPORT	60.00	60.00	Y	03 Nov 2003

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
 - (a) There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
 - (b) To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assignment.
- 3 Penalties for late submission of required work:

- (a) If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
- (g) To be assured of receiving a passing grade a student must achieve at least x% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:
- (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
- (e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
- (d) There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
- Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/SECARIAT/calendar/Part5/> or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

- 1 (a) The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner. (b) Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (g) In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience. (i) Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

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. Ungraded summative assessment will be given either Pass, Fail or Incomplete.
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