



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006
 REVISED COURSE IMPLEMENTATION DATE: January 2025
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: SOC 431	Number of Credits: 4 Course credit policy (105)										
Course Full Title: Advanced Topics in Childhood and Family Relations Course Short Title: Adv Topics: Childhood & Family											
Faculty: Faculty of Social Sciences	Department/School: Culture, Media, and Society										
Calendar Description: Students explore special topics and issues of concern in the sociology of family and childhood. Topics will vary.											
Prerequisites (or NONE):	45 university-level credits including SOC 331.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: Yes <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 25										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">60</td> </tr> </table>	Lecture/seminar	60							Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	60										
Total hours	60										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: April 5, 2024										
Faculty Council approval	Date of meeting: May 3, 2024										
Undergraduate Education Committee (UEC) approval	Date of meeting: September 27, 2024										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Demonstrate how families, and the work that goes into accomplishing “the family” occurs within and is organized by broad social and historical forces.
2. Explain how the sociological imagination informs and challenges contemporary understandings of the family.
3. Analyze how social forces shape and reshape a diversity of family forms.
4. Apply their sociological imagination to their own personal situation and experiences related to family.
5. Analyze how gender is an aspect of social organization, particularly in relation to the family.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	30%	Quizzes/tests:	30%	Final exam:	40%
	%		%		%

Details:

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods will include lectures, assigned readings, and discussion groups. Particular emphasis is placed on student participation in seminars

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Other	Ranson, G.	The Parents and Children Project: Raising Kids in Canada Today. Rocks Mills Press	2018
2. Other	Ranson, G	Fathering, Masculinity, and the Embodiment of Care. London: Palgrave Macmillan	2015
3. Article	Corman, M.	How mothers talk about placement of their child with autism outside the home. Qualitative Health Research, 23(10), 1320-1332. DOI: 10.1177/1049732313505225	2013
4. Article	Jerolmack, C.	How Pigeons Became Rats: The Cultural-Spatial Logic of Problem Animals. Social Problems, 55(1), 72-94. https://doi.org/10.1525/sp.2008.55.1.72	2008
5. Other	Doucet, A.	Do men mother? Fathering, care, and parental responsibilities (second ed). University of Toronto Press	2018

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Intro to class: what is “social constructionism”
- Social constructionism and the family: an introduction
- The birth of families and tracing social constructs, breastfeeding, and risk society
- Experiences of the family
- Caring for older children, postpartum depression, and risk society
- Looking back, looking forward
- Gender, masculinity, and fathering
- The family and fathering, breastfeeding as socially structured and organized
- Fathering, embodiment, and discourse; the experience of fathering
- Gender, parenting, and what matters
- Moving the family forward