

City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Sociology of Family

Course Code: SS4588

Course Duration: One Semester

Credit Units: 3

Level: B4

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course is to discuss concepts, theories, issues, practices, and policies concerning families in the contemporary context. Specifically, it aims to:

1. identify and infer changing trends concerning families in Hong Kong;
2. interpret factors impacting the Hong Kong family;
3. summarize implications for Hong Kong society;
4. criticize the policy responses and devise creative solutions to the problems facing Hong Kong families; and
5. identify and compare trends and features concerning family in selected societies.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	identify and review changing trends concerning family in Hong Kong;	20%	✓	✓	✓
2.	interpret factors impacting the Hong Kong families;	25%	✓	✓	✓
3.	summarize implications of families and related concerns for Hong Kong society;	20%	✓	✓	✓
4.	criticize policy responses and devise creative solutions to problems facing Hong Kong families; and	25%	✓	✓	✓
5.	identify and compare trends and features concerning families in selected societies.	10%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
TLA1: Lecture:	It introduces the major concepts and theories concerning families, the factors shaping families, and implications for society. Local and overseas examples are useful for illustration.	✓	✓	✓	✓	✓	
TLA2: Group project – analysis and presentation:	It requires students to work in teams to visit and solicit ideas from family services in Hong Kong, with respect to lessons taught in the course. Each team member is to contribute conduct a unique analysis and contribute to the group presentation that integrates team members' individual work.	✓	✓			✓	
TLA3: Class discussion	It engages students in vibrant class discussion issues about families in class. The discussion is pertinent to lessons taught.	✓	✓	✓	✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
AT1: Group presentation	✓	✓	✓	✓	10%	
AT2: Paper	✓	✓	✓	✓	50%	
AT3: Class discussion	✓	✓	✓	✓	10%	
AT4: Quiz	✓	✓	✓	✓	30%	
Examination: 0% (duration: _____, if applicable)						
					100%	

* The weightings should add up to 100%.

AT1: Group presentation (10%)

Students are to work in teams to visit and solicit ideas from family services in Hong Kong, with respect to lessons taught in the course. Each team member is to contribute to the group presentation about that integrates team members' individual work.

AT2: Paper (50%)

Each student is to write a report about a unique topic on the team visit mentioned above. The report is to demonstrate understanding about relevant concepts and theories, as substantiated with concrete illustrations. This report needs to incorporate the literature review, theoretical framework, methods, findings, and most important discussion to highlight the value of the report. Its maximum length is 2,500 words, including everything.

AT3: Class discussion (10%)

Students are to form groups to discuss and report on issues about families in class. The discussion needs to be pertinent to lessons taught. One-page report is required as a product.

AT4: Quiz (30%)

Students are to take a quiz in class to manifest their thorough understanding about essential concepts and theories taught in class. The quiz is to assess students' knowledge objectively.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group presentation	Articulation of theory and conclusion coherently	High	Significant	Moderate	Basic	Poor
2. Paper	Articulation of theory, findings, and conclusion coherently	High: serendipity	Significant	Moderate	Basic	Poor
3. Class discussion	Articulation of theory and conclusion coherently	High	Significant	Moderate	Basic	Poor
4. Quiz	Recognition of theory accurately	High	Significant	Moderate	Basic	Poor

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

1. Introduction: Functions of the family; Definitions and patterns of family across cultures; Class and family.
2. Family formation: Marriage and family; Kinship and descent, patterns and modes of mate selection; Family life-cycle.
3. Family in transition: changes and trends in Hong Kong and selected societies; Family diversity.
4. Gender roles and the impact on the family: Power; Feminist challenges; Patriarchy; Gendered division of labor within the home; Parenthood - fatherhood and motherhood.
5. Family in crises: Conflict and violence: Divorce; Remarriage.
6. Contemporary issues: Reproduction; Cross-national and cultural families; Family-work conflict; Care and support; Intimacy and Inter-generational relationship.
7. Family policy: Family support policy; Care regimes.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Recommended Readings	
Text(s):	
1.	Berger, B. (2002). <i>The family in the modern age: More than a lifestyle choice</i> . Brunswick, N.J.: Transaction Publishers.
2.	Blome, A., Keck, W., & Alber, J. (2009). <i>Family and the welfare state in Europe: Intergenerational relations in ageing societies</i> . Cheltenham: Edward Elgar.
3.	Briar-Lawson, K., Lawson, H. A., & Hennon, C. B. with Jones, A. R. (2001). <i>Family-centered policies & practices: International implications</i> . New York: Columbia University Press.
4.	Erera, P. I. (2002). <i>Family diversity: Continuity and change in the contemporary family</i> . Thousand Oaks: Sage.
5.	Folbre, N. (2008). <i>Valuing children: Rethinking the economics of the family</i> . Cambridge, Mass.: Harvard University Press.
6.	Fox, B. J. (Ed.). (2001). <i>Family patterns, gender relations</i> . Don Mills: Oxford University Press.
7.	Jacobs, J. A., & Gerson, K. (2004). <i>The time divide: Work, family, and gender inequality</i> . Cambridge, Mass.: Harvard University Press.
8.	Leeder, E. (2004). <i>The family in global perspective: A gendered journey</i> . Thousand Oaks: Sage.
9.	Miller, K. (Ed.). (2008). <i>Family</i> . Farmington Hills, MI: Greenhaven Press/Thomson Gale.
10.	Miller, J. A., & Knudsen, D. D. (2007). <i>Family abuse and violence: A social problems perspective</i> . Lanham, MD: AltaMira Press.
11.	Morgan, P. (2006). <i>Family policy, family changes: Sweden, Italy and Britain compared</i> . London: Civitas.
12.	Pearlman, K. S. (Ed.). (2010). <i>Marriage: Roles, stability and conflict</i> . New York: Nova Science Publishers.
13.	Poole, M. (Ed.). (2005). <i>Family: Changing families, changing times</i> . Crows Nest, N.S.W.: Allen & Unwin.

14.	Quinn, J. K., & Zambini, I. G. (Eds.). (2008). <i>Family relations: 21st century issues and challenges</i> . New York: Nova Science Publishers.
15.	Skinner, C. (2003). <i>Running around in circles: Coordinating childcare, education and work</i> . Bristol: Policy Press.
16.	Wasoff, F., & Dey, I. (2000). <i>Family policy</i> . Eastbourne: Gildredge Press.
17.	White, J. M., & Klein, D. M. (2008). <i>Family theories</i> . Los Angeles: Sage.
18.	Widmer, E. D. (Ed.). (2010). <i>Family configurations: A structural approach to family diversity</i> . Farnham: Ashgate.
Journals:	
1.	<i>Asian Population Studies</i>
2.	<i>Journal of Child and Family Studies</i>
3.	<i>Journal of Family Life</i>
4.	<i>Journal of Family Issues</i>
5.	<i>Journal of Marriage and Family</i>
Online Resources	
1.	Asia-Pacific Population and Social Studies Series http://www.unescap.org/esid/psis/population/popseries/byno.asp
2.	ESCAP Population Data Sheet http://www.unescap.org/esid/psis/population/database/data_sheet/index.asp
3.	ADB- Key Indicators for Asia and the Pacific http://www.adb.org/Documents/Books/Key_Indicators/2010/default.asp
4.	Directorate General of Budget, Accounting and Statistics (Taiwan) http://eng.stat.gov.tw/mp.asp?mp=5
5.	Statistics Bureau, Ministry of Internal Affairs and Communications (Japan) http://www.stat.go.jp/english/
6.	Korean Statistical Information Service http://kosis.kr/eng/index/index.jsp
7.	Statistics Singapore http://www.singstat.gov.sg/
8.	OECD Stat Extracts http://stats.oecd.org/Index.aspx?DataSetCode=CSP2010