

Bergen Community College
Division of Business, Social Sciences & Public Services
Department of Social Sciences

Departmental Policy Syllabus

SOC-103 Sociology of the Family

Date of Most Recent Syllabus Revision: March 5, 2009

Course Typically Offered: Fall ___ Spring ___ Summer ___ Every Semester ___ x ___ Other _____

Syllabus last reviewed by: BCC General Education Committee _____ Date: _____

(Most courses need review Ad Hoc Committee on Learning Assessment _____ Date: _____

by only one of the following) Curriculum Committee: _____ Date: _____

An individual classroom syllabus for this course must include as much of the following information as is applicable:

Basic Information about Course and Instructor

Semester and Year:
Course and Section Number: [e.g., SOC-103-001]
Meeting Times and Locations:

Instructor:
Office Location:
Phone:
Departmental Secretary: [optional]
Office Hours:
Email Address:

Course Description

SOC-103 Sociology of the Family is a study of the oldest and most fundamental social institution. This course analyzes various types of courtship, parenting, human sexuality, marital breakups, and family patterns. Family life is viewed from the perspective of society and the individual. Students are encouraged to examine their own family patterns in relation to the broad range of possibilities that are discussed.

3 lectures, 3 credits
Prerequisites: None
C-requisites: None
General Education Course – Social Science Elective

Student Learning Objectives/Means of Assessment

Objectives: Upon successful completion, the student will be able to:	Means of Assessment: This outcome will be measured by one or more of the following:
1. demonstrate the ability to apply numerous sociological perspectives to individual families and family systems.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
2. define cultural relativism and use the concept to analyze the diverse family systems that exist within our society and throughout the world.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. explain the scientific method and the unique tools developed by sociologists to objectively analyze family systems in the United States and other cultures, past and present.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. use critical thinking skills to analyze and evaluate the ways in which sociologists examine diverse family systems that currently exist.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. construct and support their own views on sociological analyses of the family addressed in the course, both orally and in writing, with logical rigor and clarity.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

Course Content

<p>This course is designed for the students to:</p> <ol style="list-style-type: none"> 1. study marriage and the family from a sociological base, emphasizing the fact that paired relations and the need for a family structure are common to all known societies. 2. emphasize the importance of marriage readiness and wise martial choice by studying the ways humans interact on an intimate basis. 3. focus on the basis for relationships in our cultures, the developmental process in marriage and the subsequent problems that make adjustment difficult. 4. examine specific crises in marriage, and counseling and therapy techniques that are available when self-help remedies no longer work. 5. consider those who never marry, those who remarry, and alternative lifestyles, as well as families with children and enriched relationships in the last half of life. 6. look primarily at the interaction couple, as part of the transition from individual to group or family development. <p>Topic headings that are preceded by an asterisk (*) are considered essential topics in this course. The coverage of additional topics in this class is at the discretion of the individual instructor.</p> <ol style="list-style-type: none"> I. Understanding the Family <ol style="list-style-type: none"> *A. Characteristics of Families in the United States and in Other Cultures *B. The Sociological Perspective <ol style="list-style-type: none"> 1. The Structural-Functional Approach 2. The Conflict Theorist Approach 3. The Symbolic Internationalist Approach 4. Life Cycle Theory

- 5. The Exchange Theory Approach
 - 6. Family Process Theory
 - *C. The Family as a Social Institution
 - 1. Defining Marriage and Family
 - 2. Ideal – Type Constructs
- II. Family Systems: Social Change, Minority Group Families, the Consequences of Social Class Factors
- A. Family Change: Typologies and Issues
 - 1. Evolutionary Explanations of Change
 - 2. Industrialism, Urbanism, and Family Change
 - B. The Black Family in American Society
 - 1. Major Transitions in the Black Family
 - 2. Historical Influences on the Black Family
 - C. Social Class and the Family System
 - 1. The Meaning of Social Class and Social Strata
 - 2. Upper-Class Families
 - 3. Middle-Class Families
 - 4. Lower-Class Families
 - 5. Family Mobility
- III. Structures and Processes in the Creation of Family Systems
- *A. Mate Selection
 - 1. Homogamy and Endogamy
 - 2. Age at Marriage, Residential Proximity
 - 3. Inter-marriage
 - 4. Social Status and Religion as Factors in Mate Selection
 - 5. Arranged Marriages and Free Choice
 - 6. Individualistic and Sociocultural Explanations of Mate Selection
 - 7. “Living Together” as an Alternative to Marriage
 - *B. Love
 - 1. The Historical Development of Romantic Love as a Basis for Marriage
 - 2. The Contemporary Family as a “Prison of Love”
 - 3. What is “Love?”
 - 4. “Open Marriages” and “Open Family Relationships”
- IV. Sexual Norms and Relationships
- *A. Sex in a Social Context
 - 1. Sex as Play and Work
 - 2. A Theory of Sexual Normative Morality
 - 3. Competing Sexual Value System
 - 4. A Cross-History and Cross-Cultural Perspective on the Double Standard
 - *B. Premarital Sexual Standards and Relationships
 - *C. Sexual Relationships in Marriage
 - 1. Sexual Adjustment
 - 2. Extra-Marital Coitus
 - 3. Jealousy, Sexual Patterns as “Property”
- V. Marital and Family Relationships and the Life Cycle
- *A. The Marital System
 - 1. Changes in Husband-Wife Power System
 - 2. Marriage Trends and Characteristics
 - 3. Adjustments of Marriage Partners I the Development of a Family

*B.	The Parental System
1.	Changes in the Mother Role and the Father Role
2.	Legitimacy and Illegitimacy
3.	Parent-Child Interaction and Socialization
4.	Sex-Role Socialization
*C.	Marriage and Family in the Middle Years and Later
1.	The Employed Wife and Mother
2.	The "Middle Years"
3.	The Grandparents Role
4.	Retirement
5.	Intergenerational Relationships
*D.	Family Disorganization and Reorganization
1.	Social Stress
2.	Types of Family Disorganization
3.	Divorce, Remarriage
4.	Desertion
5.	Death
VI.	The Family of the Future
A.	Projections
B.	Predictions

Special Features of the Course (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Texts and/or Other Study Materials

Valuable Texts for Reference:

Frank D. Cox. Human Intimacy: Marriage, the Family, and Its Meaning. 10th Edition. Cengage. 2009
 Nijole Benokraitis. Marriages and Families: Changes, Choices and Constraints. 6th edition, Prentice Hall. 2008.
 Knox, David. Choices in Relationships, Marriages and Families, 8th edition, Mayfield Publishing Co. 2005.
 Lamanna, Mary Ann, and Riedman, Agnes. Marriages and Families, 10th edition, Wadsworth Publishing Co., 2009.
 Olson, David H. and DeFrain, John. Marriage and the Family, McGraw Hill. 2007.
 Saxton, Lloyd. The Individual, Marriage, and the Family, fifth edition, Belmont, CA:
 Arlene Skolnick & Jerome Skolnick. Family in Transition, 15th edition, 2009.
 *Bryan Strong, Christine DeVault, Theodore F. Cohen. The Marriage and Family Experience: Intimate Relationships in a Changing Society, 10th Edition, Wadsworth Publishing Co. 2008.

Research, Thinking, Writing, and/or Examination Requirement(s)

All students in the Sociology of the Family course will be expected to engage in one or more written

assignments. These assignments may be essay questions on one or more tests, an essay test, or a short written report based on outside readings or activities. Students should be encouraged through classroom activities to think about, analyze, and use basic sociological concepts. Memorization of key concepts and theories should be thought of as the first, not the final, stage of learning significant course materials.

Grading Policy

In determining a student's semester grade, a minimum of three, and preferably more, grading mechanisms should be employed. Multiple choice, matching, fill-in and essay questions are appropriate; true-false questions are not. Term projects and research reports are not necessary at this level, but essay tests, based on outside readings should be considered. If a web site for the course is developed (this is encouraged), students may also be evaluated on the basis of their participation in online discussions. Online exams are acceptable, if they are one of several assessment tools.

Grading System:

Students will be presented with a grading system for the course on the first day of the semester. The grading system will include, at a minimum, two components:

1. A scale for determining grades A-F, such as the following:
 - a. A = an average of 90 or higher
 - b. B+ = an average between 87 and 89
 - c. B = an average between 80 and 86
 - d. C+ = an average between 77 and 79
 - e. C = an average between 70 and 76
 - f. D = an average between 65 and 60
 - g. F = an average lower than a 65
2. An explanation for the value of course components, such as the following:
 - a. 6 tests: each test represents 12% of the final grade for a total of 60%
 - b. 1 short paper: represents 18% of final grade
 - c. 5 online discussions: each discussion is 2% of final grade for a total of 10%

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Sociology Discipline Attendance Policy:

The discipline has agreed to leave attendance policies up to the discretion of each course instructor.

Attendance Policy in this Course:

To be determined by the instructor

Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

<u>Examples:</u>
Code of Student Conduct.
Statement on plagiarism and/or academic dishonesty.
ADA statement.
Sexual Harassment statement.
Statement on acceptable use of BCC technology.
Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.
Include a statement on the BCC Library.

Example:

Student and Faculty Support Services

The distance Learning Office-for any problems you may have accessing your online courses	Room C-334	210-612-5581 psimms@bergen.edu
Smartthinking Tutorial Service	On Line at:	www.bergen.edu/library/learning/tutor/smart/index.asp
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 www.bergen.edu/oss
The Sidney Silverman Library	Room L-226	201-447-7436

Include a Course Outline and Calendar

The Course Outline and Calendar must include all of the following elements;

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment.

- Due dates for major assignments-e.g., due dates for the paper(s), due dates for the project(s) etc.
- Any required special events-e.g., a lecture by a visiting speaker, a dramatic performance etc.
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

UNIT #	TOPIC	ASSIGNMENT
1 JAN 20	Looking at the Family	Strong, DeVault, & Cohen, Chap. 1, and Chapter 3 (pp. 70-84)
2 JAN 26	What is a Family?	Strong, DeVault, & Cohen, Chap. 2 Discussion: Universal Definition of Marriage
3 FEB 2	Varieties of Families	Strong, DeVault, & Cohen, Chap. 4, and Chapter 3 (pp. 85-111)

REACTION REPORT #1 DUE, FRIDAY, FEBRUARY 6

4 FEB 9	Mate Selection – Part I	Strong, DeVault, & Cohen, Chap. 5
5 FEB 16	Mate Selection – Part II	Strong, DeVault, & Cohen, Chap. 8 Discussion: Changing Gender Roles
6 FEB 23	Communication & Conflict Resolution	Strong, DeVault, & Cohen, Chap. 7
7 MAR 2	Marriage & Family Strengths	Strong, DeVault, & Cohen, No Textbook Assignment Read “Gay & Lesbian Marriages” articles on Assignments page of WebCT.

REACTION REPORT #2 DUE, FRIDAY, MARCH 6
THE MIDTERM TEST COVERS ALL OF THE MATERIAL ABOVE THIS LINE!

8 MAR 9	Family Life Cycles	Strong, DeVault, & Cohen, Chap. 9 Discussion: Marital Satisfaction
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THE MIDTERM TEST IS SCHEDULED:
MARCH 9, 2008

9 MAR 16	Parents & Children	Strong, DeVault, & Cohen, Chap 10 (362-366, and 375-383), and Strong, DeVault, & Cohen, Chap 11
10 MAR 23	Marriage, Work & Economics	Strong, DeVault, & Cohen, Chap 12

REACTION REPORT #3 DUE, FRIDAY, MARCH 27

11 MAR 30	Families & Wellness	Strong, DeVault, & Cohen, Review Chapters 9, 10, 11 & 12. Discussion: Gay & Lesbian Marriages
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12 APR 6	Human Sexuality	Strong, DeVault, & Cohen, Chap. 6 Read "Friends with Benefits" article on Assignments page of WebCT.
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SHORT PAPER DUE, FRIDAY, APRIL 10
REACTION REPORT #4 DUE, FRIDAY, APRIL 10

13 APR 13	Coming Apart: Separation & Divorce	Strong, DeVault, & Cohen, Chap. 14
14 APR 20	Family Violence & Sexual Abuse	Strong, DeVault, & Cohen, Chap. 13

REACTION PAPER #5 DUE, FRIDAY, APRIL 24

15 APR 27	New Beginnings: Single Parent Families & Stepfamilies	Strong, DeVault, & Cohen, Chap. 15
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THE FINAL TEST IS SCHEDULED FOR:
MAY 2, 2009

Note to Students: This Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.