SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE NAME: Sociology of the Family
COURSE NUMBER: SOSC-0108
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course promotes understanding of the diverse forms of family through their structural relationships with the larger society. Family study as such is a special area within Sociology and hence a prerequisite course in introductory sociology is helpful but not absolutely necessary for students. The course focuses on the changing nature of families. Although other orientations outside sociology claim that family flux signals problems 'within' the family, sociologists see families as forms of social organization that exist within larger social systems. This social structure and the distribution of resources within it, creates much diversity among families. Individual family experiences and social 'myths' about families often obscure and mystify this structural reality. Hence it is the purpose of this course to penetrate these myths and provide the student with the fundamental social science concepts necessary to illuminate real family relations and forms.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on
content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Introduction
   A. An examination of images, ideals and ideological proscriptions for family formation and functioning in American life.
   B. A presentation of the Mythical American Family and the process of mystification which hides it's real form.
   C. A presentation of Sociological Theory and the means by which critical understanding penetrates the ideological vial which allows the student to see the total structural and class network in which families form and function.

II. Historical Perspectives Concerning the Emergence of the Contemporary Family
   A. Studying the family through the new social history
   B. Families and Paleo Indian life.
   C. The transition to sedentism and the origins of intra-family inequality.
   D. Economy, family and colonial life.
   E. Economy, family, and contemporary family formation.

III. New Interpretations of Family Diversity
   A. The doctrine of two separate spheres.
   B. Why adolescence is a structural and not a biological phenomena.
   C. False universalization and the class nature of family organization.
   D. Immigration and family diversity.
   E. Racial control and family life.

IV. Structured Inequality and Family Life
   A. The cultural and structural approach to class.
   B. The myth of 'character flaws' and families in poverty.
   C. Racial behavior and structural conditions in a class society.
   D. The transformation of gender perspectives in a class society.

V. Structural Shaping of Families in Society
   A. The tandem transformation of the economy and families.
   B. The elements transforming the economy.
   C. The Consequences of economic change for families.
   D. The impact of public policy on family life: welfare.

VI. Structural Interconnections Between Family and Work
   A. History and the increasing participation of women in the work force.
   B. Work and family interchange's.
   C. Emerging new roles for women men and children.

VII. The Social Construction of Intimacy
   A. The structural basis for homogamy.
   B. The new sexual behavior.
   C. Social class and family intimacy.
   D. Race and intimacy.

VIII. Contemporary Marriages
A. Who is marrying whom and at what age.
B. His and her marriages.
C. Sexual relations in marriage.
D. What is egalitarian marriage: an examination of power.
E. Achieving success in marriages: the realization of choices.

IX. Parents and Children
A. Children, childlessness and family composition.
B. How children effect marriage.
C. How parents effect children.
D. Single parents and dual earner families.
E. Latchkey children and family policy.
F. Omnipotent parents or embedded families.

X. Violent Families
A. Families in a violent society.
B. Spousal abuse.
C. Child abuse and neglect.
D. Incest.
E. Battered elders.
F. Imaging: A microsociological strategy for control of anger.
G. Legislating a public policy approach to violence which includes class realities.
H. Revising the legal system: Sensitivity to women in violence.

XI. Divorce and Remarriage
A. Trends in divorce.
B. Predicting the divorce rate.
C. His and her divorce.
D. Consequences of divorce.
E. Remarriage and after
F. The realities of blended families.

XII. Diversity in Contemporary Lifestyles
A. Historical evolution of family forms: The link 'to diversity revisited.
B. Singles.
C. Heterosexuals, homosexuals and family lifestyles.
D. Commuter marriages.
E. The need for a relativist stance in contemporary lifestyles.

XIII. Families in the Future
A. Diversity among contemporary families.
B. Social forces affecting families of the future.
C. Families and declining affluence in America.
D. The increasing gap between haves' and have nots'.
E. The gender wars.
F. Summation of future possibilities.

EXPECTED LEARNER OUTCOMES:
A. The students will be able to interpret the fundamental concepts associated with the study of the family and to be able to distinguish between sociological explanations of family organization from other perspectives such as reductionism, victim blaming, and Universality of middle class American families as well as other non-sociological orientations.

B. The student will be able to appreciate the diverse family patterns which exist internationally. To apply this global understanding of family forms and behaviors to the many cultures which exist within American domestic social structure.

C. The student will be able to discuss the nature of sexism and inequality as it effects not only the behavior of families but governmental reaction to families through public policy.

D. The student will be able to discuss the nature of racism and inequality as it effects not only the behavior of families but governmental reaction to families through public policy.

E. The student will be able to be familiar with the theories within family sociology and the methods utilized to gain knowledge about families. To help the student apply these theoretical and methodological insights to understand the behaviors which exist within the families in contemporary society. Community interview projects involving a wide variety of family forms will help insure the student achieves the necessary understanding of the diverse world of family life.

F. The student will be able to develop a critical thinking perspective in the study of the family to better prepare the student to live in families today and to make better public choices through voting behavior and involvement in the important community affairs which will help shape family social policy.

COURSE COMPETENCIES:

The students will be able to interpret the fundamental concepts associated with the study of the family and to be able to distinguish between sociological explanations of family organization from other perspectives such as reductionism, victim blaming, and Universality of middle class American families as well as other non-sociological orientations.

1. The student will be able to define the concepts of marriage and family land singlehood.

2. The student will be able to compare and contrast theoretical perspectives regarding the foundation of the family.

The student will be able to appreciate the diverse family patterns which exist internationally. To apply this global understanding of family forms and behaviors to the many cultures which exist within American domestic social structure.

3. The student will be able to examine sexuality in the context of family life.

4. The student will be able to compare and contrast sexual identities and behaviors.

5. The student will be able to examine the marriage experience

6. The student will be able to appraise the range of emotion in intimate relationships
7. The student will be able to describe the different relationships between spouses and partners in an open society.

8. The student will be able to identify family planning options.

9. The student will be able to describe the stages of the family life cycle.

10. The student will be able to assess the influence of social structure on families.

11. The student will be able to discuss the distribution of power in families.

12. The student will be able to understand the importance of aging and its effects on family life.

13. The student will be able to explain how work affects family and how family life affects work.

14. The student will be able to examine the process of child rearing.

15. The student will be able to describe the various stages of separation and divorce.

The student will be able to discuss the nature of sexism and inequality as it affects not only the behavior of families but governmental reaction to families through public policy.

16. The student will be able to distinguish between sex and gender roles.

17. The student will be able to describe the effects of children on intimate relationships.

18. The student will be able to describe social security systems for aging family members in global perspective.

The student will be able to discuss the nature of racism and inequality as it affects not only the behavior of families but governmental reaction to families through public policy.

19. The student will be able to integrate race, ethnicity, social class, and cross cultural perspectives in an analysis of contemporary family issues.

20. The student will be able to appraise ways of resolving conflicts.

21. The student will be able to discuss the characteristics of families in the 21st century.

The student will be able to be familiar with the theories within family sociology and the methods utilized to gain knowledge about families. To help the student apply these theoretical and methodological insights to understand the behaviors which exist within the families in contemporary society. Community interview projects involving a wide variety of family forms
will help insure the student achieves the necessary understanding of the diverse world of family life.

22. The student will be able to compare and contrast families of the past with contemporary families.

23. The student will be able to understand social change and how the family is related to the larger social system.

24. The student will be able to identify and describe research methods and ethical issues.

25. The student will be able to assess the concept of love as a social construction.

26. The student will be able to identify the causes and affects of violence and abuse in families.

27. The student will be able to develop a critical thinking perspective in the study of the family to better prepare the student to live in families today and to make better public choices through voting behavior and involvement in the important community affairs which will help shape family social policy.

28. The student will be able to identify the causes and effects of substance abuse in families.

29. The student will be able to examine changing family composition.

30. The student will be able to define the relationship between family policy and social responsibility for the 21st century.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means of participation in classroom discussions, out-of-class and in class written assignments, library and Internet research skills progress, out-of-class and in class tests and a cumulative final examination.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and
that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
Personal and interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.