

## COURSE SYLLABUS

<b>LAST REVIEW</b>	Spring 2021
<b>COURSE TITLE</b>	Sociology of the Family
<b>COURSE NUMBER</b>	SOSC 0108
<b>DIVISION</b>	Social and Behavioral Sciences & Public Services
<b>DEPARTMENT</b>	Sociology
<b>CIP CODE</b>	24.0101
<b>CREDIT HOURS</b>	3
<b>CONTACT HOURS/WEEK</b>	Class: 3
<b>PREREQUISITES</b>	None
<b>COURSE PLACEMENT</b>	Students must meet the correct placement measure for this course. Information may be found at: <a href="https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html">https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html</a>

### 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.

### KANSAS SYSTEMWIDE TRANSFER: SOC2020

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

### General Education Learning Outcome

- Basic Skills for Communication
- Mathematics
- Humanities
- Natural and Physical Sciences
- Social and Behavioral Sciences

## **Institutional Learning Outcomes**

- Communication
- Computation and Financial Literacy
- Critical Reasoning
- Technology and Information Literacy
- Community and Civic Responsibility
- Personal and Interpersonal Skills

## **TEXTBOOKS**

<http://kckccbookstore.com/>

## **METHODS 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. Definition of Sociology
  - B. Overview of Sociological Schools of Thought.
- II. Sociological Methods
  - A. Definition of Sociological Method
  - B. Six Steps of Research Design
  - C. Interpretation of Data and Analysis
- III. Culture
  - A. Definition of Culture
  - B. Construction of Cultural Model
  - C. Influence of Cultural Lags and Survivals
  - D. View of Subculture
- IV. Socialization
  - A. Definition of Socialization
  - B. Theoretical Views of Socialization
  - C. Adult Socialization
  - D. Socialization and Change
- V. Group Interaction
  - A. Definition of Group
  - B. Perspectives of Group Membership
  - C. Primary and Secondary Groups
  - D. Conflict Groups
- VI. Social Stratification
  - A. Social Stratification Defined
  - B. Social Class Perspectives
  - C. Theories of Social Class

- D. Social Mobility
- VII. Racial and Ethnic Minorities
  - A. Definition of Race
  - B. Definition of Ethnicity
  - C. Analysis of Prejudice and Discrimination
  - D. Reactions to Discrimination
  - E. Race and Poverty
- VIII. Sex and Age Stratification
  - A. Socialization of the Sexes
  - B. Cultural Change and Sex Roles
  - C. Influence of Feminist Movement
  - D. Stratification of Old Age
  - E. Disengagement Theory Perspectives
  - F. Gerontology in America
- IX. Deviant Behavior
  - A. Definition of Deviant Behavior
  - B. Theoretical Explanations of Defiance
- X. Total Institutions
  - A. Theories of Punishment
  - B. Characteristics of Total Institutions
  - C. The Sanford Prison Experiment
  - D. Prison Criticism and New Efforts
  - E. Behavior Modification
  - F. Mental Patients and Social Norms
  - G. New Directions in Mental Care
- XI. Collective Behavior
  - A. Collective Behavior Defined
  - B. Forms of Collective Behavior
  - C. Social Movements
- XII. Marriage and Family
  - A. Characteristics of Modern Marriage
  - B. Family Patterns
  - C. Marital Instability
  - D. Social Change and the Family
- XIII. Education
  - A. Functions of Public Education
  - B. Educational Patterns in the United States
  - C. Education and the Work Force
  - D. Ideological Conflicts
- XIV. Religion
  - A. Religious Structures and Functions
  - B. Religious Patterns in the United States
  - C. Religious Institutions
  - D. Trends in Religious Diversity
- XV. Political Power
  - A. Political Socialization

- B. Political Structures and Functions
- C. Political Patterns in the United States
- XVI. Work and Leisure
  - A. Worker Expectation
  - B. Employment Overview
  - C. Craft, Assembly Line, and Automation
  - D. Work-Related Leisure
- XVII. Population
  - A. Sex and Age Distribution
  - B. Differentials in Birth and Death Rate
  - C. Population and Resources
  - D. Population and Policy
- XVIII. Urbanization
  - A. World Urbanization
  - B. Urbanization and Race Relations
  - C. Government Policies
  - D. Theories of Urban Growth
  - E. Urban Plans and Prospects
- XIX. The Interdependent World
  - A. Basic Cultural Values
  - B. Changing Socialization
  - C. Stratification Systems
  - D. Education and Developing Lands
  - E. Coping in a World Community.

## **COURSE LEARNING OUTCOMES AND COMPETENCIES**

Upon successful completion of this course, the student will:

- A. CLO #1 The student will be able to interpret the fundamental concepts associated with the study of the family and 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 and, singlehood.
  2. The student will be able to compare and contrast theoretical perspectives regarding the foundation of the family.
  
- B. CLO #2 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.
- C. CLO #3 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.
- D. CLO #4 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.
- E. CLO #5 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.
23. The student will be able to compare and contrast families of the past with contemporary families.
  24. The student will be able to understand social change and how the family is related to the larger social system.
  25. The student will be able to identify and describe research methods and ethical issues.
  26. The student will be able to assess the concept of love as a social construction.
  27. The student will be able to identify the causes and effects of violence and abuse in families.
- F. CLO #6 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 compare and contrast the mate selection process from a

- historical and cross-cultural perspective.
29. The student will be able to identify the causes and effects of substance abuse in families.
  30. The student will be able to examine changing family composition.
  31. The student will be able to define the relationship between family policy and social responsibility for the 21st century.

### **ASSESSMENT OF COURSE LEARNING OUTCOMES AND COMPETENCIES**

Student progress is evaluated through both formative and summative assessment methods. Specific details may be found in the instructor's course information document.

### **COLLEGE POLICIES AND PROCEDURES**

*Student Handbook*

<https://www.kckcc.edu/files/docs/student-resources/student-handbook-and-code-of-conduct.pdf>

*College Catalog*

<https://www.kckcc.edu/academics/catalog/index.html>

*College Policies and Statements*

<https://www.kckcc.edu/about/policies-statements/index.html>

*Accessibility and Accommodations*

<https://www.kckcc.edu/academics/resources/student-accessibility-support-services/index.html>.