**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 219 *–* Sociology of the Family**

**Course Outline**

**Course Number & Name:**  SOC 219 Sociology of the Family

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in SOC 101 or PSY 101

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Spring 2011

**Course Description**: This course is a sociological study of the family as an institution. Topics covered include historical development, the American system, child-rearing, and marriage.

**General Education Goals**: SOC 219 is affirmed in the following General Education Foundation Category: **Society and Human Behavior**. The corresponding General Education Goal is as follows: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify the basic conceptualizations of intimate relationships, family and marriage;
2. critically analyze the various roles in the family institution;
3. examine family planning as it relates to the various stages of parenthood; and
4. examine the impact divorce has on the institution of family.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Identify the basic conceptualizations of intimate relationships, family and marriage:

* 1. *Identify the sociological understanding of the family as an institution;*
	2. *examine the role of intimate relationships and marriage on family;*
	3. *explain how gender influences ideas about family and its composition;* and
	4. *identify the various ways different cultures conceptualize family*

**Measurable Course Performance Objectives (MPOs)** (continued):

1. Critically analyze the various roles in the family institution:
	1. *compare and contrast the divergent understandings about family roles between men and women;*
	2. *explain the role of socializations of children in families;*
	3. *examine the notion of power and decision making in family;* and
	4. *compare family roles across diverse cultural groups*
2. Examine family planning as it relates to the various stages of parenthood:
	1. *explain how families plan for parenthood;*
	2. *discuss the impact of childbirth on marriage;*
	3. *identify some of the stages and types of relationships between parents and children;* and
	4. *discuss the impact of remarriage on parenthood*
3. Examine the impact divorce has on the institution of family:

* 1. *define the concept of divorce;*
	2. *discuss the historical and contemporary statistics on divorce in the US;*
	3. *identify the impact divorce has on marriage and remarriage;* and
	4. *analyze the impact of divorce on children and blended families*

**Methods of Instruction**: Instruction consists of lectures, class discussions, videos, and a scholarly research project.

**Outcomes Assessment:** Weekly analytical reflections and/or quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the assigned research paper and the final presentation for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives.  The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Read all assigned course materials including the textbook selections.
2. Attend class regularly.
3. Complete all written assignments and participate in classroom discussions.
4. Complete the assigned research paper using ASA format for reference and citation.
5. Take exams/quizzes as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Analytical Reflections/Quizzes/Class Participation/Attendance 30 – 40%**

Weekly assignments are made that analyze reading materials and/or current affairs, the selection of which is based on relevance to course objectives. Responses to reflective questions or quizzes will provide evidence of the extent to which students have met course objectives. Classroom participation and attendance are also considered here.

* **Research Paper** (8 – 10 pages) **20 – 40%**

This research project requires students to use scholarly journals as sources and ASA formatting to present a professional research paper. The papers are evaluated using a rubric for the presence of course objectives, including using one of the three major sociological theoretical perspectives.

* **Final Presentation**   **0 – 35%**

The presentation requires the use of PowerPoint and discussion of the student’s paper in conjunction with one of the chapters covered over the course of the semester and, therefore, relates to one or more course objectives.

* **Literature Reviews 10 – 20%**

Literature reviews are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the sociological literature. Based on the literature review, students are required to develop a thesis and draw conclusions on the topic researched.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* **Final Exam** (optional and alternative to above measures)  **0 – 35%**

The **comprehensive** final exam will examine the extent to which students grasp and synthesize the sociological concepts, methods, and theories and have achieved course objectives.

Note: The instructor will determine (as appropriate) the specific component(s) appropriate for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following required text: Newman, David. 2009. *Families: A Sociological Perspective.* New York: Mc Graw Hill.

**Unit Topics/Chapters**

1 Overview and Introduction

2 Family backgrounds – Chapters 1 – 3

* + - 1. define the concept of family
			2. examine various statistics related to family – family size, marriage rates, family composition, divorce, remarriage
			3. discuss family values across cultures
			4. examine styles of communication and conflict

3 Gender and the family – Chapter 4

1. discuss gender identity and roles
2. explain the social construction of gender
3. examine different theories on gender roles

4 Social construction of family: race, class & gender – Chapters 5, 6 and 9

1. examine the social factors that affect racial groups differently
2. explain how religion impacts families and their decision-making processes
3. examine the impact of the economy and finances on family life
4. what does power mean in families and how is it influenced by social economic factors?
5. examine the division of labor and the types of labor in families

5 Love and marriage – Chapters 7 and 8

1. discuss the concept of love
2. how do you choose a mate or is a mate chosen?
3. discuss the theories of mate selection
4. examine the socially relative idea of the timing of marriage in the lifecycle
5. discuss the factors of a successful marriage

6 Parenthood – Chapters 10, 11 and 13

a) discuss why people want children in their families

b) why and how do families postpone childbearing?

c) what is the role of pregnancy in family development?

d) explain the various stages of childbirth

e) discuss the statistics on childbirth

f) examine the various theories of child-rearing

g) analyze child-rearing for parentless children

h) discuss violence in families

i) how does child abuse affect families and children?

**Unit Topics/Chapters**

7 Relationship Conflict, Divorce and Remarriage – Chapters 14 and 15

a) describe the sources of conflict in families

b) how does marital conflict affect children?

c) discuss the social factors leading to divorce and its impact on families

d) what roles do social institutions, such as courts, have on families as a result of divorce?

e) discuss what happens to families and extended families after divorce

f) examine remarriage after divorce and the related statistics

g) what are blended families and how do they function?

h) discuss future ideas about marriage

**Note:** In SOC 219, the instructor must cover the 7 units listed above minimally in any reasonable order throughout the duration of the semester. However, all of the subunits do not need to be covered. The instructor may include additional areas based on his/her expertise and/or interests.