

**MARRIAGE AND THE FAMILY Patricia Giacomini (instructor)
(SOC-213)**

Welcome to the course of “Marriage And The Family”.

I hope you enjoy this course because the family is something all of us have in common.

I look forward to meeting with you the first night of class, **Tuesday, May 10, 2005**

We have such a short period of time to cover so much information.

To prepare for the first night of class, I would like for you to:

- 1. not become frustrated if you cannot complete all of the preparation for the first night of class. I just want you to try! We will work together!**
- 2. review the entire course syllabus and class schedule.
(think about a topic for the research presentation project. The presentations could start as early as the second class session)**
- 3. become acquainted with the text. Read pages xiv to xxiii.
What are your thoughts?**
- 4. read chapter 1 and 2. (The first night of class, I would like for you to participate in the discussion of the first two chapters.)**
- 5. connect to the Companion Website, www.prenhall.com/benokraitis.
and review some of the text-specific resources.**
- 6. gain knowledge, gain insight and have fun with the learning experience in each chapter.**

Springfield College in Illinois
New Horizon Session 2005C
Mon. 6pm – 10pm

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I. COURSE DESCRIPTION

(SOC-213) MARRIAGE AND FAMILY (3)

This course examines the institution of the family from a cross-cultural, historical and systems point of view. It then follows the family through courtship, marriage, children, middle age, retirement, old age and death of a member. It discusses some of the present issues affecting the family such as changing roles of family members, divorce, family violence and economic pressures. Lastly, it examines the relationship of government to the family.

Prerequisites: None

II. TEXTBOOK:

Required Text:

Benokraitis, Nijole V. (2005). *Marriages and Families: Changes, Choices, and Constraints*. 5th Ed. Upper Saddle River, NJ: Pearson Prentice Hall.

III. Mission Statement

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.

IV. Goals:

To develop an understanding of the major transitions families go through across the life cycle.

To develop an awareness of the diversity of families, using cross-cultural and multicultural materials to encourage thinking about the many critical issues that confront the family of the twenty-first century.

To develop an awareness of services and programs for family development and assistance.

OBJECTIVES

To define the basic concepts of marriage and family.

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.

To apply a global understand of family forms and behaviors to the many cultures which exist within American domestic social structure.

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.

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.

To discuss the theories within family sociology and the methods utilized to gain knowledge about families and to understand the behaviors which exist within the families in contemporary society.

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 important community affairs.

To be aware of the community agencies available to help families grow and achieve.

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to.....

1. Describe the hunting and gathering family and compare it to the 20th century American families.
2. Understand social change and how the family is related to the larger social system.
3. Describe the historical & theoretical perspectives concerning family study.
4. Discuss the methods utilized to research families.
5. Describe the concepts of social class, race, and ethnicity and explain their relationship to the family, state, and public policy.
6. Understand the phases in developing gender roles and socialization processes in social classes in society.
7. Appreciate love and loving relationships.
8. Understand sexuality and sexual expression throughout life.
9. Compare the gay and straight family in contemporary America.

10. Describe the various forms of dating and mate selection.
11. Compare single-hood, cohabitation, and other options in family systems.
12. Characterize and compare intimacy in various cultures of the globe.
13. Understand and appreciate communication in intimate relationships.
14. Describe the different relationships between spouses and partners in an open society.
15. Describe the range of problems and opportunities in the decision to become a parent.
16. List the issues confronting a parent who decides to have children outside marriage.
17. Outline the parental contributions to child development.
18. Compare the strengths and stresses of racial and ethnic families as parenting groups.
19. Describe the problems associated when parents work outside the home.
20. Describe the basis of family violence and strategies for changing behavior in families.
21. Describe the effect of warfare, terrorism and random violence on family functioning.
22. Describe the various stages of separation and divorce.
23. Compare remarriage and stepfamilies with first married families with children.
24. Understand the importance of aging and its effects on family life.
25. Describe social security systems for aging family members in global perspective.
26. Discuss the characteristics of families in the 21st century.
27. Define the relationship between family policy and social responsibility.

V. TEACHING METHODS

Lecture
Audio-Visual Material
Group Discussion
Student Presentation
Classroom Observational Analysis
Case Study
Article Review
Role Play

Although much material in this course is covered by the instructor in lecture format, it is the belief of this instructor that the student will benefit most by taking an active role in the process of learning. Student assignments and learning activities support this philosophy and are provided to enhance learning. Contact me if you have questions or comments and **please do not hesitate to ask for help.**

VI COURSE REQUIREMENTS

Attendance Policy

Attendance is important and will be recorded!! Attendance records are viewed by the Academic Dean and the Dean of Students. If absent, notes are to be obtained from another student. The student is responsible for contacting the instructor regarding any make-up assignments.

Participation:

It is expected that the student will have completed all assignments before coming to class, including reading assignments, and will be prepared to participate in class.

Professionalism:

The student is expected to be considerate and respectful to others. It is important to be accountable and demonstrate mature and professional behavior.

VI. MEANS OF EVALUATION

Presentation

An individual or group presentation of research information on a selected topic using some type of technology such as PowerPoint is required. Current **research journal** references should be used and cited in the appropriate MLA or APA format. Depending on the size of the group, the presentation should be 20 to 30 minutes in length. A detailed written outline and a bibliography written in MLA or APA style is required.

Please review the grading tool for the presentation assignment.

Research Journals

Scholars publish most of their research in **peer reviewed journals**, which are the core information source in virtually every academic discipline. The major sections of an article include the **abstract, introduction, method, results, discussion, and references**

Plagiarism

Students should avoid plagiarism in all written and oral assignments. Plagiarism is defined as follows: "The deliberate and knowing presentation of another person's original ideas or creative expressions as one's own. Generally, plagiarism is immoral but not illegal. If the expression's creator gives unrestricted permission for its use and the user claims the expression as original, the user commits plagiarism but does not violate copyright laws. If the original expression is copied without permission, the plagiarist may violate copyright laws, even if credit goes to the creator. And if the plagiarism results in material gain, it may be deemed a passing-off activity that violates the Lanham Act. "Black's Law Dictionary, 8th ed.(2004), p. 1187.

Also useful to establish guidelines for delineating plagiarism is Diana Hacker's definition: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words." (A Writer's Reference, by Diana Hacker, Bedford St. Martin's Press, 2003, page 331.)
The SCI Student Handbook lists plagiarism as a serious breach of conduct standards and will result in disciplinary action. (Please review SCI Student Handbook)

VII. MEANS OF EVALUATION OF OUTCOMES

Chapter Quizzes and Resources

Chapter quizzes from the textbook **Companion Online Learning Center** should be used throughout the session. The text, packet notes and quizzes and the internet quizzes can be used to review for the unit tests.

Unit Tests

There are six unit tests with approximately 40 to 50 multiple-choice questions in each test. Several tests may be open-book and open note.

Grading System:

Unit Tests = 60% Total Grade
Research Presentation = 40% Total Grade

The grading scale is as follows:

A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69 – 60 E = 59 - - -

VIII. COURSE OUTLINE

UNIT I: MARRIAGE & THE FAMILY IN PERSPECTIVE

A. The Changing Family

1. What is Marriage?
2. What is Family?
3. Family Structure & Social Change
4. Diversity in Marriages, Families, & Kinship
5. Family Values
6. A Cross-Cultural & Global Perspective

B. Studying Marriage & The Family

1. Theoretical Frameworks for Understanding Families
2. Methods in Family Research
3. The Ethics & Politics of Family Research

C. The Family in Historical Perspective

1. The Colonial Family
2. Early American Families
3. Industrialization, Urbanization & European Immigration
4. The “Modern” Family

D. Racial & Ethnic Families: Strengths & Stresses

1. The Increasing Diversity of U.S. Families
2. Interracial & Interethnic Relationships & Marriages

UNIT II: THE INDIVIDUAL & THE DEVELOPING RELATIONSHIP

A. Gender Roles & Socialization

1. How We Learn Gender Roles
2. Traditional Views of Gender Roles
3. Contemporary Gender Roles in Adulthood
4. A Global View: Variations in Gender Roles

B. Love & Loving Relationships

1. Caring, Intimacy, and Commitment
2. Theories About Love and Loving
3. How Couples Change

C. Sexuality & Sexual Expression throughout Life

1. Sexuality & Human Development
Sexuality Throughout Life
3. Gay, Lesbian and Bisexual Sex
4. Sexually Transmitted Diseases.

UNIT III. INDIVIDUAL AND MARITAL COMMITMENTS

A. Choosing Others: Dating and Mate Selection

1. Choosing Whom We Date: Choices and Constraints
2. A Global View: Desirable Mate Characteristics & Selection
3. Harmful Dating Relationships: Power, Control, & Sexual Aggression

B. Singlehood, Cohabitation, and other Nonmarital Options

1. Why More People are Single.
2. Cohabitation
3. Communal Living Arrangements

C. Marriage and Communication in Committed Relationships

1. What Do We Expect from Marriage?
2. Types of Marriage
3. How Marriages Change Throughout the Life Span

UNIT IV: PARENTS AND CHILDREN

A. To Be or Not to Be a Parent: More Choices, More Constraints

1. Becoming a Parent
2. Postponing Parenthood

B. Raising Children: Prospects and Pitfalls

1. Contemporary Parental Roles
2. Parenting Styles and Discipline
3. Parenting in Lesbian and Gay Families
4. Current Social Issues and Children's Well-being

UNIT V: CONFLICTS AND CRISES

A. Families and Work: Facing the Economic Squeeze

1. Macroeconomic Changes Affecting the Family
2. Women's Increasing Participation in the Labor Force
3. Social Policy: Is the Workplace Family-Friendly?

B. Family Violence and Other Crises

1. Marital and Intimate Partner Violence
2. Violence Against Infants and Children
3. Violence Against Elderly

C. Separation and Divorce

1. The Process of Divorce
2. How Divorce Affects Adults
3. How Divorce Affects Children

UNIT VI: CHANGES AND TRANSITIONS

A. Remarriage and Stepfamilies: Life After Divorce

1. Remarriage as a Process
2. Remarriage Relationships
3. Stepfamily Diversity and Complexity

B. Aging and Family Life: Grandparents, the Widowed, and Caregivers

1. The Rise of Multigenerational Families
2. Aging
3. Retirement and Family Life
4. Relationships between Aging Parents and Adult Children
5. Family Caregiving in Later Life

C. The Family in the Twenty-first Century

1. Racial-Ethnic Diversity
2. Children's Rights
3. Economic Concerns
4. Global Aging

IX. AMERICANS WITH DISABILITIES ACT (ADA)

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the instructor as early as possible.

IX. ASSESSMENT

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus. This instructor will use the pre-test/post-test, learning self assessment tool, minute or "muddiest point" papers and/or other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures.

PRESENTATION GRADING TOOL

STUDENT _____ CLASS _____ TOPIC _____

1. RESOURCES (MUST FOLLOW APA OR MLA FORMAT)

COMMENTS

- *Submits Typed Bibliography on Day of Presentation (6) _____
- *Submits Typed Outline on Day of Presentation (6) _____
- *Uses Recent Information (4) _____
- *Cites Resources in Presentation (4) _____
- *Submits at least 2 Informational Research Articles (12) _____
and at least 2 Scientific Research Journal Articles
- Total (32)** _____

2. INTRODUCTION OF SELF/TOPIC

- *Introduction of Self to Audience (2) _____
- *Introduction of Presentation Topic (2) _____
- *Involves Audience in Presentation (2) _____
Questions/Discussion By Audience
- Total (6)** _____

3. PRESENTATION OF INFORMATION

- *Creativity (2) _____
- *Eye Contact With Audience (2) _____
- *Appropriate Language (2) _____
- *Speaks Loudly and Clearly (2) _____
- *Uses Teaching Strategies
(power-point, slides, video, chalk board, etc.) (10) _____
- *Appropriate Dress – No cap/hat (2) _____
- *Appropriate Body Language & Manner (2) _____
- Total (22)** _____

4. ORGANIZATION AND INFORMATION

- *Organization of Presented Information (5) _____
- *Coverage of the Topic (15) _____
- *Applied Examples (10) _____
- *Research Method (10) _____

Total (40) _____

Total Score _____ **Grade** _____

May 24

****Test 2**

Ch. 5,6,7

UNIT III. INDIVIDUAL AND MARITAL COMMITMENTS

- A. Choosing Others: Dating and Mate Selection** **Chapter 8**
1. Choosing Whom We Date: Choices and Constraints
 2. A Global View: Desirable Mate Characteristics & Selection
 3. Harmful Dating Relationships: Power, Control, & Sexual Aggression
- B. Singlehood, Cohabitation, and other Nonmarital Options** **Chapter 9**
1. Why More People are Single.
 2. Cohabitation
 3. Communal Living Arrangements
- C. Marriage & Communication in Committed Relationships** **Chapter 10**
1. What Do We Expect from Marriage? **Appendix E,F**
 2. Types of Marriage
 3. How Marriages Change Throughout the Life Span

Presentations

May 31

****Test 3**

Ch. 8,9,10

UNIT IV: PARENTS AND CHILDREN

- A. To Be or Not to Be a Parent: More Choices, More Constraints**
1. Becoming a Parent **Chapter 11**
 2. Postponing Parenthood **Appendix C,D**
- B. Raising Children: Prospects and Pitfalls** **Chapter 12**
1. Contemporary Parental Roles
 2. Parenting Styles and Discipline
 3. Parenting in Lesbian and Gay Families
 4. Current Social Issues and Children's Well-being

Presentations

June 7

****Test 4**

Ch. 11,12

UNIT V: CONFLICTS AND CRISES

- A. Families and Work: Facing the Economic Squeeze** **Chapter 13**
1. Macroeconomic Changes Affecting the Family
 2. Women's Increasing Participation in the Labor Force
 3. Social Policy: Is the Workplace Family-Friendly?
- B. Family Violence and Other Crises** **Chapter 14**
1. Marital and Intimate Partner Violence
 2. Violence Against Infants and Children
 3. Violence Against Elderly

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|---|---|-----------------------|
| June 14 | C. Separation and Divorce 1. The Process of Divorce 2. How Divorce Affects Adults 3. How Divorce Affects Children Presentations | Chapter 15 |
| June 21 | **Test 5 | Ch. 13, 14, 15 |
| UNIT VI: CHANGES AND TRANSITIONS | | |
| | A. Remarriage and Stepfamilies: Life After Divorce 1. Remarriage as a Process 2. Remarriage Relationships 3. Stepfamily Diversity and Complexity | Chapter 16 |
| | B. Aging and Family Life: Grandparents, the Widowed, and Caregivers 1. The Rise of Multigenerational Families 2. Aging 3. Retirement and Family Life 4. Relationships between Aging Parents and Adult Children 5. Family Caregiving in Later Life | Chapter 17 |
| | C. The Family in the Twenty-first Century 1. Racial-Ethnic Diversity 2. Children's Rights 3. Economic Concerns 4. Global Aging | Chapter 18 |
| June 28 | **Test 6 | Ch.16,17,18 |