

**BENEDICTINE UNIVERSITY
SPRINGFIELD COLLEGE IN ILLINOIS
ADULT ACCELERATED PROGRAM**

Summer, 2008D
Room: D229
Thursdays 6-10 pm

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SOC 213-70 Marriage and Family

- I. **Course Description:** 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 family 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. IAI S7 902
- II. **Textbook and Materials**
- Required texts: Benokraitis, Nijole. (2008). *Marriages and Families: Changes, Choices and Constraints*, 6th Ed. Upper Saddle River, NJ: Pearson Education.
- Optional/Recommended Szuchman, Lenore T. (2008). *Writing with Style: APA Style Made Easy*. 4th Ed. Belmont, CA: Wadsworth
- III. **Goals, Objectives, Student Learning Outcomes, and Classroom Assessment Techniques**
- A. Goals:
- Students will have a general understanding of the many types of families and family structures.
 - Students will have a general understanding of the various theories within sociology used to explain and/or examine families.
 - Students will develop an appreciation for the cultural familial differences that exist within the social structure of the United States.
 - Students will develop knowledge regarding marriage and family issues that allows them to make more informed choices, on personal, professional and political levels.
- B. Objectives. The following Common Student Learning Objectives (CSLOs) adopted December 9, 2004, are addressed:
- Content Knowledge (Lifelong Learning) CK-1. Know and apply the central concepts of the subject matter.
 - Communication Skills (Lifelong Learning and Leadership) CS-1. Communicate effectively in oral and written forms.
 - Problem Solving Skills (Lifelong Learning and Leadership) PS-2. Seek information and develop an in-depth knowledge base, grounded in research.
 - Social Responsibility (Service and Leadership) SR-3. Develop good citizenship.
 - Global Perspectives (Diversity) GP-1. Recognize the importance of diversity of opinion, abilities and cultures.
- C. Course Based Student Learning Objectives:
- Upon successful completion of this course, students will be able to:
- Identify specific changes within the family system over time (CK-1, PS-2, GP-1, SR-3)
 - Identify key theoretical ideas related to marriage and families in today's society (CK-1, PS-2)

- Compare and contrast differences between theoretical models (CK-1, GP-1)
- Identify how race, social class and ethnicity impact marriage and family (CK-1, GP-1)
- Identify dysfunction in relationships, marriage and family (CK-1, PS-2)
- Understand gender roles and sexual expression in today's society (CK-1, GP-1)
- Discuss the pro's and con's of cohabitation and parenting vs. marriage (CK-1, GP-1)
- Understand the dynamics of domestic violence and describe resources for victims of domestic violence (CK-1, PS-2, SR-3)
- Discuss the issues surrounding separation, divorce and/or annulment (CK-1, GP-1)
- Describe common methods of research used in studying marriage and families. (CK-1, CS-1, SR-3)
- Demonstrate the ability to use published psychological and/or sociological research (CK-1, CS-1, PS-2)
- Correctly document research sources using APA format (CS-1, PS-2)
- Prepare and present information in an individual or panel format (CK-1, PS-2, CS-1, SR-3, GP-1)

D. Classroom Assessment Techniques

Student learning will be assessed using Pre and Post-testing, homework assignments, minute papers, feedback sheets, research paper, and tests.

IV. **Teaching Methods/Delivery System**

Students will be provided pertinent course information through assigned readings, class discussions, projects, lectures, small group activities, media presentations, and guided individual research.

If you have any questions or need clarification or assistance with an assignment, please feel free to call me at my office. If you have special needs such as a learning disability or anything that might be a barrier to successfully completing this class, please let me know and we will work together to overcome difficulties.

V. **Course Requirements** **Attendance policy**

Attendance is essential for success in this course due to the limited number of class meetings that are scheduled. Individual and/or group presentations that are not completed on the assigned date due to absence, will not receive points. There will be no make-up opportunities for missed presentations, unless there are extreme circumstances, which must be discussed with the instructor before the class period begins. It is the student's responsibility to contact the instructor to make up any assignments if class is missed.

Participation

Points can be earned through appropriate participation in class discussions. It is expected that the student will have the assigned material covered in order to participate in the group discussions.

Professionalism

Students are expected to use common courtesy during class. This includes paying attention to the speaker, having non-class discussions during break or after class and turning cell phone ringers off during class and checking for messages during breaks.

Written Assignments/Presentation

Students will be required to submit a term paper, 8 pages in length, typed and double-spaced, using APA format. This paper must contain at least 4 scholarly, peer-reviewed journal article or book reference citations that are not assigned readings.

You should decide by July 10, 2008 the topic of your paper. All papers are due July 24, 2008. Each person will give an oral report of their paper lasting approximately 20 minutes with 5 minutes for questions from the class.

***Plagiarism**, the presentation of work created by someone else as one's own, will result in failure of the assignment. The SCI Student Handbook lists plagiarism as a serious breach of conduct standards and that it will result in disciplinary action against the student.

VI. Means of Evaluation

Students are given the opportunity to earn 100 points through papers, presentations, group discussion/participation, quizzes and a final exam.

<u>Task</u>	<u>Possible points</u>
Term paper (8 pages)/Presentation	30
4 tests	60
Participation	10

The grading scale is as follows:	90-100	A
	80- 89	B
	70- 79	C
	60- 69	D

Extra credit is given to students whom review related research articles, write a 2 page review and present it to the class.

VII. Topical Course Outline and Calendar

Date	Reading Assignment (Read before class)	Topics	Other
7/3/08	Chapters 1, 2, 3, 4	Definitions of family Basic functions of the family Types of marriages Residential patterns Myths about the family 3 perspectives on family values Changing families	Introductions Review of syllabus Assignment clarification Pre-test

		<p>Importance of theories & research</p> <p>Ecological perspective</p> <p>Structural-Functional theory</p> <p>Conflict perspective theory</p> <p>Feminist perspective theory</p> <p>Symbolic-interaction theory</p> <p>Family systems theory</p> <p>Historical Perspective of family</p> <p>Racial and Ethnic Families</p>	
7/10/08	Chapters 5, 6, 7, 8	<p>Gender roles and socialization</p> <p>Gender identity</p> <p>Nature/Nurture debate</p> <p>Social learning theory</p> <p>Cognitive development theory</p> <p>Gender schema theory</p> <p>Instrument/expressive roles</p> <p>Role conflict</p> <p>Love</p> <p>Attachment theory</p> <p>Reiss's Wheel Theory</p> <p>Theories of Love</p> <p>Sexual identity, sexual orientation</p> <p>Sexual scripts</p> <p>Sexually Transmitted Diseases</p>	<p>Chapter 1-8</p> <p>Test 1 (1-8)</p>
7/17/08	Chapters 9, 10, 11, 12	<p>Manifest/Latent dating</p> <p>Homogamy</p> <p>Social exchange theory</p> <p>Equity theory</p> <p>Acquaintance/date rape</p> <p>Marital/single demographics</p> <p>Cohabitation pros/cons</p> <p>Homosexual families</p> <p>Communal living</p> <p>Marriage rituals</p> <p>Types of marriages</p> <p>Marital success</p> <p>Marital rules</p> <p>Fair fighting</p>	<p>Chapters 9-12</p> <p>Test 2</p> <p>(9-12)</p>

7/24/08	Class Presentation Papers Due		
7/31/08	Chapters 13, 14, 15, 16, 17, 18	Parenthood pro's and con's Teen parents vs. older parents Infertility Assisted reproductive techniques Genetic engineering pro's and con's Types and demographics of single parents Contraception Abortion Parental roles Ideal vs. realistic roles Theories of child development Parenting styles Ethnicity and social class Homosexual parents Child care Child abuse and neglect Foster homes	Chapters 13-18 Test 3
8/7/08	Review for final	Demographics of remarriage Dating after divorce Remarriage as a process Types/characteristics of stepfamilies Stepparenting Demographics of populations Multigenerational families Styles of grandparenting Kubler-Ross Stages of Dying Retsinas' stage model for the elderly Hospice care Elderly isolation and loneliness Caregiving for elderly parents 21 st Century changes National Healthcare pro's and con's Economic concerns of families Welfare Reform Act of 1996 Issues related to global aging	Final Exam Post test

VIII. **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 college-sponsored programs, activities, and services or to meet course requirements should contact the Director of the Resource Center as early as possible.

IX, Illinois Articulation Initiative

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