

SOC R106: CONTEMPORARY FAMILY IN AMERICAN SOCIETY

Originator

dortiz

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

SOC - Sociology

Course Number (CB01B)

R106

Course Title (CB02)

Contemporary Family in American Society

Banner/Short Title

Contemporary Family in America

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course will introduce students to sociological concepts and issues within contemporary family sociology. The intersections between the family and other social institutions as well as diversity of families will be central foundations for this course. Issues of privilege and inequality will be explored, along with social justice as it pertains to families. Using sociological analysis we will examine family as an institution, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes.

Taxonomy of Programs (TOP) Code (CB03)

2208.00 - Sociology

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.2

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Identify and describe major sociological theoretical approaches to studying the social institution of the family. |
| 2 | Identify and discuss the family from cross-cultural, historical, and political perspectives. |
| 3 | Identify and describe the intersection among race, ethnicity, class, immigration status, age, class, gender, and sexuality within the family. |
| 4 | Identify and examine gender, age and socialization within the family. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Identify the historical trends in the family form, recognizing that there is no “typical” family. |
| 2 | Describe the social factors contributing to contemporary family life formation. |
| 3 | Identify issues in traditional, modern, and post-modern family life and its alternatives. |
| 4 | Explain the socio-cultural factors influencing family composition and change. |
| 5 | Identify the differences in family formation, cross-culturally, across social class, and race/ethnic and gender lines. |
| 6 | Demonstrate an understanding of the dynamics of marital power related to the amount of resources distributed by gender . |
| 7 | Identify the relationship between family stress and family crisis. |
| 8 | Identify the theoretical perspectives used to explain family life in America. |
| 9 | Explain the factors contributing to divorce and remarriage. |

Course Content

Lecture/Course Content

1. The Family in Historical Perspective
 - a. Colonial Era
 - b. Marriages and Families in the 19th Century
 - c. Marriages and Families in the 20th Century
2. Traditional family and changing family forms
 - a. Families Today
 - b. Social Class
 - c. Racial and Ethnic Diversity
 - d. Aging, the Life Course and Family Life
 - e. Theoretical Perspectives: Symbolic Interaction, Social Exchange, Structural Functionalism, Conflict, Family Systems, and Feminist Theories.
3. Gender roles and socialization
 - a. What is Gender?
 - b. Gender Socialization
 - c. Continued Gender Development in Adulthood
 - d. Gendered Family Experiences
 - e. Continued Constraints of Contemporary Gendered Roles
4. Communication patterns
 - a. Verbal and Nonverbal Communication
 - b. Gender Differences in Communication
 - c. Communication Patterns in Marriage
 - d. Other Problems in Communication
 - e. Positive Communication Strategies
 - f. Power, Conflict, and Intimacy
5. Understanding Sex and Sexualities
 - a. Sexual Scripts
 - b. Sexuality in Adolescence and Young Adulthood
 - c. Gay, Lesbian, and Bisexual Identities
 - d. Different Meanings of Virginity Loss
 - e. Adult Sexual Behavior
6. Unmarried Lives: Singlehood and Cohabitation
 - a. Singlehood
 - b. Cohabitation
 - c. Common Law Marriages and Domestic Partnerships
 - d. Queer Cohabitation
 - e. When Friends Are Like Family
7. Social Class
 - a. Economic Variations in Family Life
 - b. Class and Family Life
 - c. The Dynamic Nature of Social Class
8. Families and work
 - a. Work and Family Linkages
 - b. The Familial Division of Labor
 - c. Women in the Labor Force
 - d. Dual Earner and Dual Career Families
 - e. Atypical Dual Earners
 - f. Living without Work: Unemployment and Families
9. Family violence, crises and change
 - a. Abuse, Intimate Partner Violence, and Family Violence: Definitions and Prevalence
 - b. Models of Family Violence
 - c. Women and Men as Victims and Perpetrators
 - d. Socioeconomic Class and Race
 - e. Emotional and Psychological Abuse
 - f. Children as Victims: Child Abuse and Neglect
10. Becoming Parents and Experiencing Parenthood

- a. Fertility Patterns and Parenthood Options in the United States
 - b. Pregnancy in the United States
 - c. Experiencing Childbirth
 - d. Adoptive Families
 - e. Becoming a Parent
 - f. Diversity in Parent-Child Relationships
11. Separation and Divorce
- a. The Meaning of Divorce
 - b. Divorce in the United States
 - c. Factors Affecting Divorce
 - d. The Process of Separation
 - e. Consequences of Divorce
 - f. Children and Divorce
 - g. Child Custody
12. New Beginnings: Single Parent Families, Remarriages, and Blended Families
- a. Single Parent Families
 - b. Binuclear Families
 - c. Remarriage
 - d. Remarried Families
 - e. Stepparenting
13. The Future of the Family

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
 Skills demonstrations
 Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities
 Class discussions
 Distance Education
 Guest speakers
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will evaluate student learning via testing. Exams may consist of multiple-choice questions and short answer essay questions.
2. Instructor will facilitate student discussions in person or online in written format on topics relevant to the course, such as: types of marriage, communication and conflict, families in the media, cohabitation, separation and divorce, and sex and sexualities.
3. Instructor will utilize film activities, in which students watch a film or a portion of a film and respond to discussion and comprehension questions applying course concepts to the film material.

Representative Course Assignments

Writing Assignments

1. Essays and other forms of expressive writing as assigned by instructor related to topics covered in the course, using exercises provided. For example, balancing domestic workload responsibilities within the family sexual risk taking and responsibility, and communication.
2. Research paper: investigate an American family behavior across time. Collect at least five newspaper or magazine articles that span at least three decades between 1900 and today (for example, two from the 1980s, one from the 1990s, and two from the 2010s) and that all discuss one type of family behavior (e.g., divorce rates, teen pregnancy, premarital sex, cohabiting, same sex marriage, remarriage etc.). Compare and contrast how these articles from these different decades discuss this issue. In addition to the five articles, utilize terms and concepts from at least one chapter from the course textbook. What norms are assumed and what judgments are made? How do the assumptions and points of view in the articles compare to the family trends that were actually occurring at that time? What argument can you make about public perceptions of this family behavior and of changes in this family behavior over time?

Critical Thinking Assignments

1. Students will participate in class, online and small group discussions examining topics such as sexual risk taking, power dynamics, intimate partner violence and abuse, the familial division of labor etc.
2. Students will complete short writing assignments such as: Compare dating and courtship cultural sexual scripts in America to those of another culture. For example, examine the resulting **norms** due to the **cultural sexual scripts** among Americans and another cultural group.

Reading Assignments

1. One textbook chapter per week, with related internet reading assignments.

Other assignments (if applicable)

1. Online tutorials completing multiple choice questions covering each chapter.
2. Mini-lecture tutorials used as study guide.

Outside Assignments

Representative Outside Assignments

1. Weekly reading completed at home, using the course textbook and outside reading as assigned is necessary to complete coursework.
2. Outside viewing of documentary and educational film material may be needed to complete coursework and provide context for application of course content.
3. Essays and other forms of expressive writing as assigned by instructor related to topics covered in the course, using exercises provided. For example, balancing domestic workload responsibilities within the family sexual risk taking and responsibility, and communication.
4. Research paper: investigate an American family behavior across time. Collect at least five newspaper or magazine articles that span at least three decades between 1900 and today (for example, two from the 1980s, one from the 1990s, and two from the 2010s) and that all discuss one type of family behavior (e.g., divorce rates, teen pregnancy, premarital sex, cohabiting, same sex marriage, remarriage etc.). Compare and contrast how these articles from these different decades discuss this issue. In addition to the five articles, utilize terms and concepts from at least one chapter from the course textbook. What norms are assumed and what judgments are made? How do the assumptions and points of view in the articles compare to the family trends that were actually occurring at that time? What argument can you make about public perceptions of this family behavior and of changes in this family behavior over time?

Articulation

C-ID Descriptor Number

SOCI 130

Status

Approved

Comparable Courses within the VCCCD

SOC M04 - Intmcy/Relatnshp/Commit

SOC V05 - Sociology of Relationships: Intimacy, Commitment, and Family Patterns

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****D Social Sciences**

Approved

Area E: Lifelong Learning and Self-Development**E Lifelong Learning and Self-Development**

Approved

Area F: Ethnic Studies**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Approved

Area 5: Physical and Biological Sciences**Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Description

Seccombe, K. (2020). *Families and their Social Worlds* (4th). Pearson.

Description

Strong, De Vault, & Cohen, (2016). *The Marriage & Family Experience: Intimate Relationships in a Changing Society* (12th ed.). Belmont, CA: Cengage.

Library Resources**Sufficient Library Resources exist**

Yes

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as types of families, communication, divorce and remarriage, and intimate partner violence. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
E-mail	Instructor will communicate with students via email regarding assignments, course activity, missing assignments, and campus resources.
Other DE (e.g., recorded lectures)	Instructor may post pre-recorded lecture material on topics such as definitions of marriage, the family in historical perspective, social class and family, gender and family, work and family, and family violence.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as types of families, communication, divorce and remarriage, and intimate partner violence. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
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Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on Discussion Board topics such as types of families, communication, divorce and remarriage, and intimate partner violence. Students must engage with classmates and must respond with a thoughtful original post and reply to two classmates. In addition, their thoughts and ideas must contribute to an atmosphere of respectful, productive, and collaborative learning within the classroom.
E-mail	Instructor will communicate with students via email regarding assignments, course activity, missing assignments, and campus resources.
Other DE (e.g., recorded lectures)	Instructor may post pre-recorded lecture material on topics such as definitions of marriage, the family in historical perspective, social class and family, gender and family, work and family, and family violence.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

SOCIOLOGY

Review and Approval Dates**Department Chair**

09/15/2020

Dean

09/15/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

12/17/2020

Control Number

CCC000186592

DOE/accreditation approval date

MM/DD/YYYY