

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Sociological Theoretical Perspectives: Students will demonstrate an understanding of the purpose of theoretical perspectives and apply sociological perspectives such as social learning and exchange theories to social scenarios.
2. Sociological Concepts: Students will define and demonstrate an understanding of sociological concepts, such as partner selection, marriage, parenthood, divorce, and gender role socialization by applying them to social scenarios.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define relevant concepts in families and intimate relationships studies.
 - Other (specify)
 - Exams and written assignments
2. Evaluate how family structures and functions have changed over time and vary across cultures.
 - Other (specify)
 - Exams and written assignments
3. Identify and describe the major sociological perspectives and research methods as they apply to studying families and intimate relationships.
 - Other (specify)
 - Exams and written assignments
4. Explain historical changes with regard to families in the United States in terms of various racial/ethnic, and immigrant groups.
 - Other (specify)
 - Exams and written assignments
5. Compare and contrast traditional and contemporary gender roles.
 - Other (specify)
 - Exams and written assignments
6. Describe the relationship between friendship, love, and commitment.
 - Other (specify)
 - Exams and written assignments
7. Discuss effective conflict resolution strategies.
 - Other (specify)
 - Exams and written assignments
8. Identify and describe sexualities and intimate relationships throughout the life course.
 - Other (specify)
 - Exams and written assignments
9. Compare and contrast various theoretical explanations of dating and partner selection.
 - Other (specify)
 - Exams and written assignments
10. Describe aspects of parenthood for contemporary families.
 - Other (specify)
 - Exams and written assignments

11. Compare and contrast major theoretical perspectives on parenting styles and childhood socialization.
 - Other (specify)
 - Exams and written assignments
12. Analyze the traditional stages of the family life cycle and its relevance to contemporary families.
 - Other (specify)
 - Exams and written assignments
13. Explain how work and the economy impact families and intimate relationships.
 - Other (specify)
 - Exams and written assignments
14. Identify and describe factors associated with intimate partner violence, family violence, and sexual trauma.
 - Other (specify)
 - Exams and written assignments
15. Examine social forces related to relationship dissolution, marital separation and divorce.
 - Other (specify)
 - Exams and written assignments
16. Evaluate the strengths and challenges of diverse family forms.
 - Other (specify)
 - Exams and written assignments

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	5	I	Introduction to the Study of Families and Intimate Relationships A. Definitions of Marriage and Family Concepts B. Functions of Marriages, Families, and Intimate Relationships
Lecture	4	II	Studying Families A. Theoretical Perspectives B. Research Methods
Lecture	4	III	Historical Development and Diversity of Families in the United States A. Historical Changes of the Family B. Aspects of Contemporary Families C. Social Class Variations D. Racial and Ethnic Diversity
Lecture	4	IV	Gender Roles A. Definitions of Gender and Gender Roles B. Gender Socialization Theories C. Changes in Gender Roles, Traditional Versus Contemporary
Lecture	4	V	Friendship, Love, and Commitment A. The Interrelationship of Friendship, Love, and Commitment in Marriage and Family Relationships B. The Development of Love

Lecture	4	VI	Communication and Conflict Resolution A. Verbal and Nonverbal Communication B. Gender Differences in Communication C. Communication Patterns in Marriage and Intimate Relationships D. Developing Communication and Conflict Resolution Skills
Lecture	4	VII	Singlehood, Dating and Partner Selection, and Cohabitation A. The Stages of Partner Selection B. Dating Relationships C. Singlehood D. Cohabitation
Lecture	4	VIII	Understanding Sexualities A. Psychosocial Development in Young Adulthood, Middle Adulthood, and Later Adulthood B. Sexual Relationships C. Sexual Scripts D. Sexual Health E. Sexual Responsibility and Agency
Lecture	4	IX	Family Development and Family Life Cycles A. The Developmental Process, Individual and Family Life Cycles B. Caregiving C. Death and Dying
Lecture	4	X	Work and Economics A. Work Spillover, Role Conflict, Role Strain, and Role Overload B. Women in the Labor Force C. Division of Labor in Families E. Dual-Earner Marriages F. Unemployment and Families
Lecture	4	XI	Intimate Partner Violence A. Trauma and Intimate Partner B. Prevalence of Intimate Partner Violence and Domestic Violence C. Child Sexual Abuse and Trauma
Lecture	4	XII	Diversity in Family Structures A. Single Parent B. Same-Gender C. Child-Free D. Remarriage E. Blended
Lecture	5	XIII	Contemporary Families and Intimate Relationships Strengths and Needs A. Strengths of Diverse Families and Intimate Relationships B. Needs of Modern Families and Intimate Relationships

Total Lecture Hours	54
Total Laboratory Hours	0
Total Hours	54

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Locate and evaluate a current newspaper, journal, or Internet article that relates to the chapter on single parenting. In a two- to three-page typed paper, briefly summarize the article and explain, in detail, how the article relates to the chapter. Discuss relevant theories and concepts from the chapter in your paper.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Develop a family budget for a family of four with two children. Both parents are working full-time and together earn about \$85,000. List all monthly expenses and estimate the amount of money each expense will cost the family. Once you have completed the budget assume that one of the parents becomes ill and is unable to work for one month. How will this impact the family? How will they be able to meet their financial obligations? Will they have to make certain compromises?

2. Select a scripted television program that focuses on a diverse family structure (such as immigrant families, single parents, foster families, cohabitators, roommates, child-free marriages/partnerships, interracial/ethnic/religious families, same-gender partnerships, etc.) for the purposes of this assignment. Choose an episode to focus on for the assignment. First, discuss the episode in its entirety. Who are the characters, what does the family structure entail, and how does it reinforce or challenge the normative family? Next, choose two key concepts from each of the chapters on Partner Selection (Chapter 7), Marriage (Chapter 8), and Reproduction and Parenthood (Chapter 9) that you can apply to the overall premise of the show, the topic for that particular episode, or how the show challenges and/or reinforces family structure, gender, age, partnership, parenthood, and family life. Finally, explain how each concept relates, and how the show contributes to and/or hinders media representations of diverse family forms. Papers should be four to five pages in length.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Multiple Choice

Completion

Matching Items

True/False

Other (specify):

Research papers and writing assignments

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Guest Speakers
Lecture
Multimedia presentations
Role Play

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Mary Ann Schwartz and Barbara Maliene Scott. Marriages and Families: Diversity and Change. 8th ed. Boston: Pearson, 2017.

Robert H. Lauer and Jeanette C. Lauer. Marriage and Family: The Quest for Intimacy. 9th ed. McGraw-Hill Education, 2018.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Course Recommended Preparation AND Sociology-101	
Non-Course Recommended Preparation eligibility for English 1A	Students who have college-level reading skills will understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings. Students who demonstrate college-level research and writing skills will have better success with the written assignments given in this course.

D. Recommended Skills

Recommended Skills
<p>Students who have successfully completed Sociology 101 prior to taking other sociology courses will have a strong foundation in sociological concepts and theoretical perspectives, ensuring a greater level of student success in other sociology courses.</p> <p>SOCI 101 - Identify and describe key theoretical perspectives in sociology, including functionalism, conflict, and interactionism. Analyze the strengths and weaknesses of each perspective relative to a variety of social situational circumstances.</p> <p>SOCI 101 -Demonstrate an understanding of sociological concepts relating to social stratification and inequality.</p> <p>SOCI 101 -Describe major social institutions and evaluate their impact on individuals and groups in American society. Discuss historical and contemporary changes in these institutions.</p> <p>A student needs college-level reading skills to understand, analyze, and interpret sociological concepts and theoretical perspectives discussed in assigned readings. In addition, students will need to demonstrate college-level research and writing skills in a variety of written assignments.</p>

ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.

ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Gerald Brown on 03/01/1968.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 06/17/2019

Last Reviewed and/or Revised by: Kassia Wosick

Date: April 2, 2019

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