



SOCI-103: MARRIAGE AND THE FAMILY

Effective Term

Fall 2023

BOT Approval Date

03/10/2022

Discipline

SOCI - Sociology

Course Number

103

Course Title

Marriage and the Family

Short Title

Marriage & Family

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID SOCI 130

Catalog Description

This course is an analysis and exploration of the contemporary American family and intimate relationships with comparisons of family structures in the US and abroad. This course will examine the research, data, practices and methods of developing intimate relationships in the social atmosphere.

Codes

TOP Code (CB 03)

2208.00 - Sociology

CIP Code

45.1101 - Sociology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Assess the differences and similarities between public and private families and how the two can sometimes overlap.
2. Analyze the history of the institution of the family from various sociological perspectives including how it has changed over time, in respect to family size, formation, and responsibility.
3. Evaluate modern cultural trends in family structure and incorporate them into the sociological changes that have taken place historically.
4. Evaluate the social and sociobiological construction of gender and its sociological impact on social identity and socialization.
5. Analyze the emergence of cohabitation prior to marriage in the modern era and its effect if any on the rates of marriage, separation, or divorce.
6. Investigate the social phenomenon of the increase of women in the workforce to better understand its effects on the institution of the family and gender norms.
7. Appraise socio-cultural issues related to domestic violence. Identify the different types of violence experienced by various family members such as situational couple violence, child abuse, and elder abuse.
8. Examine the obstacles facing gay and lesbian families, including public policy and social norms.
9. Compare various social/political policies and evaluate the impact of such policies on families and family structure.
10. Examine the sociological theories surrounding the family. Distinguish between the Functionalist, Conflict, Interactionist, and Feminist Perspectives on the institution of the family.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

- Analyze contemporary American families and intimate relationships in the United States.
- Identify major sociological perspectives such as Functionalism, Feminism, Symbolic Interactionism, and the Conflict Perspective.
- Evaluate the differences between public and private families and how the characteristics may overlap.
- Demonstrate the ability to critique cultural stereotypes about the “ideal family” and apply discrepancies to new family styles or those observed in daily life.

Program Learning Outcomes

Learning Outcome

- Apply Sociological concepts and theoretical perspectives as they relate to modern daily life.
- Define Sociology, its concepts and theoretical perspectives to oral and/or written presentation of evaluated work.
- Define and apply various Sociological concepts and theory to oral and/or written presentation of evaluated work.
- Explore connections between institutional and societal (domestically and globally) developments in Sociology.
- Identify the various types of careers available with an undergraduate and/or graduate degree in Sociology.

Institutional Learning Outcomes

- Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.
- Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.
- Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.
- Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.
- Personal and Professional Responsibility
- Civic

Content

Course Lecture Content

1. Theory and Research Methods and the Institution of the Family
 - a.) Macro-level and Micro-level theoretical perspectives (Conflict, Symbolic Interactionist, Functionalist, Intersectional Feminist)
 - b.) Common research methods and current trends in research methodologies
 - c.) Demographic characteristics and trends in family structure (race, ethnicity, socioeconomic status, sex, gender, gender identity, orientation, age)
 - d.) Theory application
 - e.) Ethics in family research
2. Sociocultural Components of Marriage and Family
 - a.) Forms of marriage and variations (formal/legal, common law, religious, informal, cultural)
 - b.) Kinship and culture (formal/legal, birth, adoption, cohabitation, fictive-kinship)
 - c.) Contemporary variations in marriage and family structures (egalitarian, gendered divisions)
 - d.) Variations in marriage and family structures as they relate to race, ethnicity, gender/sex and socioeconomic status
 - e.) Public policy, politics and family structure (child marriage, divorce, annulment, plural marriage)
3. Colonial History of Family Structure and Marriage in the United States
 - a.) Indigenous family structures (pre-colonization)
 - a.) Caucasian colonial family structure (socioeconomic variations)
 - b.) Enslaved and African-descended family structure
4. Modern Family Structures
 - a.) Indigenous family structures (boarding school systems, eugenics/genocide, the Dawes Act)
 - b.) African American families and the impacts of reconstruction (migration patterns, all Black towns)
 - c.) Chinese and Japanese family structure (impacts of immigration, Chinese Exclusion Act, Gentleman's Agreement, internment camps, ethnic enclaves)
 - d.) Latino/a/x family structure (impacts of Repatriation, Bracero Program, Operation Wetback)
 - e.) WASP and white ethnic family structures (impacts of generational wealth, immigration, social construction of whiteness)
5. Gender within Marriage and Family
 - a.) Social construction of gender
 - b.) Gender equity and inequality
 - c.) Gender identity and expression, gendered familial roles and gender norms within marriage and families (including and not limited to LGBTQIA)
 - d.) Gender socialization (throughout the life cycle)
6. Sexual Development and Behavior
 - a.) Sexual development, identity and orientation (including and not limited to LGBTQIA)
 - b.) Sexual scripts within the family (including and not limited to LGBTQIA)
 - c.) Social control of sexual behavior and expression (social norms and social change)
 - d.) Public policy, law and sex within marriage and family (with the intersection of race, ethnicity, socioeconomic status)
7. Love, Intimacy and Partner Selection
 - a.) Theories of love (Triangular, Attachment, Proximity, Homogamy, Complementary Needs)
 - b.) Historical and contemporary mate selection (arranged, free choice, semi-free choice)
 - c.) Social norms and mate selection (with the intersection of race, ethnicity, sex, gender, socioeconomic status)
 - d.) Intra/inter – faith, race, ethnic relationships
 - e.) Public policy including legal barriers, challenges and support of same sex and alternative partner selection, marriage, divorce, parenting, child custody and adoption.
 - f.) Social class and mate selection
 - g.) Popular culture (Hook-up culture, online dating and matchmakers, dating coaches)
 - h.) Unmarrieds and living arrangements (cohabitating, living alone, living apart together, living with extended family, group and communal living)
8. Parenthood and Childrearing
 - a.) Fertility trends and demographic characteristics (fertility treatments, infertility, fertility and socioeconomic status, race, ethnicity, gender identity)
 - b.) Reproductive technology and ethical issues
 - c.) Conception, pregnancy, childbirth, adoption, fictive-kin, foster families
 - d.) Childfree (by choice or circumstance)
 - e.) Trends in childrearing practices and demographic characteristics (free-range parenting, gentle parenting, corporal punishment)
- f.) Single and multi-parent households, single and multi-household families
- g.) Grandparents raising grandchildren (intersection of socioeconomic status and race)
- h.) Parental caregiving (care for special needs adult offspring, elder care, disabled spouse)
9. Work and Family

- a.) Gendered work within the household (with the intersection of race and socioeconomic status)
 - b.) Gendered workforce (wage gap, stay-at-home parents, elder poverty)
 - c.) Multi earner households, shift work, work at home (with the intersection of race and gender)
 - d.) Unpaid family work (household labor, childcare, elder care)
 - e.) Public policy (forced labor through social services, ableist benefits and marriage)
10. Family Violence & Power
- a.) Theories of power distribution within families (with the intersection of race, ethnicity, gender, socioeconomic status)
 - b.) Decision making (division of labor, allocation of money, interpersonal influence on family violence)
 - c.) Conjugal power in relationship to family violence (gendered power)
 - d.) Sources of family violence (intimate partner violence, sibling abuse, elder abuse, situational violence, terrorism, neglect, child to parent abuse)
 - e.) Approaches to stopping family violence

Methods of Instruction

Method

Discussion

Integration

Discussion will be guided by faculty incorporating topics outlined in Marriage and the Family course content (including but not limited to micro and macro theoretical perspectives, gender development within the family, historical trends within race/ethnicity and family structure, social stratification and life chances within the family) as they relate to groups and institutions in society to demonstrate, explain and reinforce critical thinking, understanding of sociological concepts and theories (encompassing but not limited to the categories of Conflict, Functionalist). Students may demonstrate communication skills, critical thinking and integrate course content to classroom discussions. This may be accomplished in small or large groups, through the use of blogs, journals or discussion forums.

DE Adaptations for MOI

Discussion will be guided by faculty incorporating topics outlined in Marriage and the Family Course Content. Discussions will demonstrate, explain and reinforce established sociological concepts and theoretical perspectives (identified in Course Content) as they relate to groups and institutions in society in order to reinforce critical thinking and in alignment with Learning Objectives. Fully online course offering discussions will be administered through the course management system and may be offered in the form of discussion forum, real-time video/audio, blog, group journal or other features of the course management system. Hybrid course offerings may incorporate discussions in face-to-face setting as described in Methods of Instruction or through the course management system as described in DE Methods of Instruction. Feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All discussion materials and delivery methods must meet accessibility guidelines.

Method

Lecture

Integration

Lecture in which presentations of Marriage and the Family course content (including but not limited to gendered work and the wage gap, historical and modern trends in partner selection, fertility and social class, power distribution and family violence) is used to illustrate, explain and reinforce sociological concepts and theories (encompassing but not limited to the categories of Intersectional Feminist and Symbolic Interactionist) and may be administered in a face-to-face environment and may incorporate audio/video, visual aids, print material, closed captioned videos, digital slides or computer simulations.

DE Adaptations for MOI

Lectures will present Marriage and the Family Course Content to illustrate, explain and reinforce Course Content and incorporate established Learning Objectives. Fully online lectures may be delivered in the form of slide presentations, live video, live audio, video/audio recordings and/or readings utilizing features within the course management system. Lectures may incorporate supplemental materials available through MSJC Library or other online resources. Hybrid course offerings may include lectures in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All lecture materials and delivery methods must meet accessibility guidelines.

Method

Visiting Lecturers

Integration

Visiting Lecturers may speak and/or offer a presentation on a topic covered in the Marriage and the Family course content (including but not limited to public policy and fertility, gay and lesbian families, domestic violence, sexual assault and abuse within the family). Guest speakers from Planned Parenthood, PFLAG, Alternatives to Domestic Violence, Riverside Rape Crisis Center or other content specialists may offer presentations in face-to-face, through course management systems or other online conference platform. Presenter should provide information on the type of services offered by their organization, organizational missions and goals, how the agency or their personal experience serves the community. Faculty should facilitate post-presentation debriefing to help students make connections between information presented and sociological concepts and theories. Post-presentation debriefing may be administered through course management systems or other online conference system.

DE Adaptations for MOI

Visiting Lecturers may offer a presentation on a topic covered in Marriage and the Family Course Content (including but not limited to public policy and fertility, gay and lesbian families, domestic violence, sexual assault and abuse within the family). Guest speakers from Planned Parenthood, PFLAG, Alternatives to Domestic Violence, Riverside Rape Crisis Center or other content specialists may offer presentations or other content specialists may offer presentations which enhance, illustrate or demonstrate the application of established sociological concepts and theories. Visiting Lecturers should provide information on the type of services offered by their organization, what its missions and visions are, how the agency, their professional or their personal experience is relevant to the community. Faculty of record will facilitate post-presentation debriefing to help students make connections between information presented and sociological concepts and theoretical perspectives as outlined in Course Content. In fully online courses, both presentation and post-presentation debriefing must be conducted through course management systems. Visiting Lecturers may deliver presentations in the form of live video/audio/teleconferencing, video/audio recording, real-time discussion forum or other features of the course management systems. Post-presentation debriefing may be in the form of discussion forum, group discussion, live video/audio, recorded video/audio or other feature of the course management system. Hybrid course offerings may include Visiting Lecturer presentations and post-presentation debriefings in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All Visiting Lecturer presentations and post-presentation debriefings must meet accessibility guidelines.

Methods of Evaluation

Method

Research Projects

Integration

Evaluation and interpretation of research surrounding topics outlined in Marriage and the Family Course Content by collaboratively and/or individually deconstructing observations of their own life experiences, the community and the society or sub cultural group in which they live or interact. For example, research projects may examine sociostructural factors and their influence on historical and contemporary trends in family formation or other topics outlined in course content. The central focus of this exercise is to apply critical thinking skills, familiarize students with scholarly, peer reviewed research, formal writing and the academic presentation of such work as described in Learning Objectives. Evaluation and interpretation of research may be administered collaboratively and/or individually. Evaluation materials may be accessed through MSJC Library. Evaluation and interpretation of research will be evaluated based on the demonstration of organization and clarity, critical thinking, identification, understanding and application of sociological concepts to families and the institution of marriage. Instructor feedback will be provided in a timely manner.

DE Adaptations for MOE

Evaluation and interpretation of research surrounding topics outlined in Marriage and the Family Course Content by collaboratively and/or individually deconstructing observations of their own life experiences, the community and the society or sub cultural group in which they live or interact. The central focus of this exercise is to apply critical thinking skills, familiarize students with scholarly, peer reviewed research, formal writing and the academic presentation of such work as described in Learning Objectives. Fully online evaluation and interpretation of research may be administered collaboratively and/or individually through course management system and may be presented in the form of discussion forum, blog, essay, audio/video presentation, live stream or other digital presentation methods. Evaluation materials may be accessed using online resources through MSJC Library and presented through various features of the course management system. Evaluation and interpretation of research will be evaluated based on the demonstration of organization and clarity, critical thinking, identification, understanding and application of sociological concepts to families and the institution of marriage. Hybrid course offerings may include evaluation and interpretation of research in face-to-face environments utilizing methods and feedback outlined in Methods of Evaluation and/or through the course management system as described in DE Methods of Evaluation. Instructor feedback will be provided in a timely manner through various components of the course management system, including but not limited to gradebook comments, discussion forum, live stream meeting, chat feature or inbox messaging. All materials and delivery must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Method**Exams/Tests****Integration**

Exams and/or tests should cover the major sociological themes of the course content, concepts and theoretical perspectives providing a formative assessment of course material. For example, formative exams and/or tests should cover various theories of love and attachment and their presentation in contemporary society as well as other topics outlined in course content. A combination of multiple choice, short answer or essay questions may be included. Exams/tests will be evaluated based on the following criteria: demonstration of identification, understanding and application various components related to societal groups and institutions.

DE Adaptations for MOE

Exams and/or tests should formatively cover the major sociological themes of Marriage and the Family Course Content and align with Learning Objectives. Exams and/or tests administered fully online will be administered and evaluated through course management system. Hybrid course offerings may include exams/tests in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, essay or other format. Exams/tests will be evaluated based on the demonstration of identification, understanding and application of major topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All exams/tests must meet accessibility guidelines.

Method**Quizzes****Integration**

Quizzes will be given periodically as a summative assessment of student learning. For example, summative quizzes should incorporate trends in childrearing practices and demographic characteristics as well as other topics outlined in course content. Quizzes may be administered in a face-to-face classroom environment or online course management system. Quizzes will be evaluated based on the following criteria: demonstration of identification, understanding and/or application of topics outlined in course content.

DE Adaptations for MOE

Quizzes may be administered periodically to ensure that students demonstrate identification, understanding and application of sociological concepts and theoretical perspectives outlined in Marriage and the Family Course Content and align with Learning Objectives. Quizzes administered fully online will be evaluated through course management system. Hybrid course offerings may include quizzes in a face-to-face setting as outlined in Methods of Instruction or through the course management system as outlined in DE Methods of Instruction. The format may include multiple choice, short answer, brief essay or another format. Quizzes will be evaluated based on the demonstration of identification, understanding and application of topics as described in Course Content in alignment with Learning Objectives. Instructor feedback may be presented through grade book comments, inbox or other confidential means of communication through the course management system. All quizzes must meet accessibility guidelines.

Method**Papers****Integration**

Short response essays pertaining to sociological material, concepts and/or theories outlined in course content. For example, short response essays may examine sociocultural components of kinship relationships and their presentation in daily life or other topics outlined in course content. Essays will be evaluated based on the following criteria: identification of contemporary social issues related to sociology, understanding of themes, sociological theories and concepts, and the ability to apply concepts and/or theories to existing social issues, groups or institutions. Evaluation will also incorporate student ability to analyze and demonstrate critical thinking. This can be achieved in a face-to-face classroom environment, blogs, journals, discussion forums or other course management systems.

DE Adaptations for MOE

Short response essays pertaining to sociological concepts and/or theories outlined in Marriage and the Family Course Content and aligned with Learning Objectives. Short response essays will be evaluated based on the identification of social issues related to sociology of the family and the institution of marriage, understanding of sociological theories and concepts, ability to analyze and

demonstrate critical thinking, and the ability to apply concepts and/or theories related to topics described in Course Content. Short response essays administered in fully online course offerings will use the course management system functions student discussions, journals or other course management system submission tool. Hybrid courses may incorporate short response essays and feedback in face-to-face settings as outlined in Methods of Evaluation and/or online, through the course management system as described in DE Methods of Evaluation. Evaluation feedback of short response essays will be provided for students in a timely manner using gradebook, live stream, inbox messaging or other functions available through the course management system. All short response essays, submissions and feedback must meet accessibility guidelines. All instructor/student communication must conform to accessibility and confidentiality guidelines.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Acquire a variety of pop cultural media publications (ex. magazine, e-zine, blog or other publication) for comparison and make the publications available to the class for critique. Gather publications that target specific gendered audiences (examples include but not limited to Parenting, Teen Vogue, People en Espanol, Ebony, Working Mother, Cosmopolitan, Your Teen for Parents, Military Spouse, Men's Fitness, GQ, Hunting and Fishing, Sports Illustrated, etc.) to observe how such publications vary their advertising and content based on the presumed race, ethnicity, sex, gender role expectations, age and/or socioeconomic status of their readership. Additionally, topics surrounding domestic violence, child abuse, sex trafficking or childhood poverty may also be examined. Analyze the articles, photos, and advertisements provided by rating the materials as to whether they perpetuate existing stereotypes or attempt to show a positive, progressive or egalitarian viewpoint. Apply material from course readings, pop cultural media writing and imagery to write a brief essay applying concepts related to gender and other demographic characteristics to your observation of magazine content.

How assignment will be adapted in online format

This assignment allows students to evaluate mass media representations of concepts related to Marriage and the Family Course Content. Curate a variety of pop cultural media publications (ex. magazine, e-zine, blog or other publication). The content analysis should focus on topics described in Course Content to examine how such publications vary their advertising and content based on the presumed race, ethnicity, sex, gender role expectations, age and/or socioeconomic status of their readership. Additionally, topics surrounding domestic violence, child abuse, sex trafficking or childhood poverty may also be examined. Analyze the articles, photos, and advertisements provided by rating the materials as to whether they perpetuate existing stereotypes or attempt to show a positive, progressive or egalitarian viewpoint. Apply material from course readings, pop cultural media writing and imagery to write a brief essay applying concepts related to gender and other demographic characteristics to your observation of magazine content. In fully online courses, assignments guides and submissions of all written work (field notes, essay and findings) will be submitted through the course management system and may be presented in the form of an individual file submission, blog post with replies to classmates, small group discussions and presentations, slide presentations or live stream presentation. Instructor feedback will be provided in a timely manner through the course management system using features such as gradebook comments, blog comments, small group discussion comments, inbox messaging or other tools. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Design a research project to explore the public perceptions of contemporary U.S. families; looking at the structure of the family, the tasks of each individual in the family, the social, psychological, gendered, racial and economic impact of divorce, and contemporary definitions of family. Write a research paper applying Marriage and the Family concepts and theories to the data gathered.

How assignment will be adapted in online format

This assignment is an examination of public perceptions of contemporary families in America. Based on your research, explained what are the ways in which family structure defined? What established sociological theoretical perspective explains how family structure influences the daily lives of individuals. How have family structures changed over the past several decades? What role does race, class and gender play in family structure. Write an essay addressing these questions and support your observations regarding family structure with current literary findings using scholarly sources acquired electronically through MSJC library. In fully online courses students must submit all written work (field notes, essay and findings) through the course management system and may be presented in the form of an individual file submission, blog post with replies to classmates, small group discussions and presentations, slide presentations or live stream presentation. Instructor feedback will be provided in a timely manner through the course management system using features such as gradebook comments, blog comments, small group discussion comments, inbox messaging or other tools. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Sociologists believe various individuals act as socializing agents in a child's life. For this reflective assignment, think back to a time when you were young and reflect back to those who were the main socialization agents in relationship to gender role development within the family through the life cycle. Explain and list the important socializing agents and systemic processes (ex. Institutional racism, sexism, classism) at work in socialization and lifecycle gender role development within the family (ex. childhood, pre-adolescent, adolescent, adult and/or aging). Provide examples of how you were socialized to adopt the core gender expectations of mainstream society (ex. household gender roles, mother/fatherhood, gendered parenting roles, gendered caretaker roles etc.). Supporting documentation should be acquired through the MSJC library. Submit all written work in the form of research paper or essay with findings.

How assignment will be adapted in online format

Sociologists maintain that the family is one of the most important socialization agents in our lives. For this reflective assignment, think of individuals who would be influential significant others in the life of a child. Next, take note of the ways in which, the socialization agent of the family and significant others influence child development in relationship to gender role development through the life cycle (childhood, pre-adolescent, adolescent, adult, elder). Provide observations (personal and literary) as to how individuals are socialized to adopt/reject mainstream gender role expectations (ex. Household gender roles, gendered parenting or caretaker roles etc.). Supporting documentation should be acquired using electronic resources through the MSJC library. For fully online course offerings students must submit all written work (essay and findings) through the course management system and may be presented in the form of an online individual file submission, journal or traditional essay (Instructors Note: Take into account student confidentiality and consider avoiding group or public presentations of this assignment. Instructor feedback will be provided in a timely manner through the course management system using features such as gradebook comments, inbox messaging or other tools. Hybrid courses may incorporate assignment submission in a face-to-face setting using methods described in Examples of Assignments and/or through the course management system as outlined in DE Sample Assignments. Assignment administration, feedback and communication must meet accessibility guidelines.

Course Materials

Textbooks

Baca Zinn, M. and Eitzen, S. 2014. Diversity in Families, Allyn and Bacon, ISBN: 13: 978-0205936489

Benokraitis, Nijole (2015). Marriages and Families. Pearson. ISBN: 13: 9780205918355

Ciabattari, T (2017). Sociology of Families: Change, Continuity, and Diversity. Sage. ISBN: 9781483379029

Olson, D., Defrain, J., & Skogrand, L (2021). Marriages and Families: Intimacy, Diversity and Strength. McGraw-Hill. ISBN: 978-1260837032

Strong, B., DeVault, C., & Cohen, T. F (2016). The Marriage and Family Experience: Intimate Relationships in a Changing Society. Thomson Wadsworth. ISBN: 13: 978-0357378229

Other Resources

Numerous films and reference materials for supplemental reading, research and activities are available through the following library databases:

- Academic Video Online
- African-American History Online
- American Indian History
- Civil Rights and Social Justice
- Country Watch
- CultureGrams
- EBSCO
- Films on Demand
- Gale One File (Academic, Communications and Mass Media, Contemporary Women's Issues, Health and Wellness, Informe Academico)
- Issues & Controversies (Hot Topics)
- JSTOR
- Latin America in Video
- Nineteenth Century U.S. Newspapers
- Opposing Viewpoints (Hot Topics)
- Psychology & Behavioral Sciences Collection
- Slavery And Anti-Slavery: A Transnational Archive

Open Educational Resources

Baca Zinn, M. and Eitzen, S. Wells, B. 2013. Diversity in Families, Pearson, ISBN: 13: 9781269374507 (Z-Library - <https://1lib.us/> - Free Download - Online)

Ciabattari, T (2017).). Sociology of Families: Change, Continuity, and Diversity. Sage. ISBN: 9781483379029 (Z-Library - <https://1lib.us/> - Free Download - Online)

Olson, D., Defrain, J., & Skogrand, L (2019). Marriages and Families: Intimacy, Diversity and Strength. McGraw-Hill. ISBN: 978-1259914294 (Z-Library - <https://1lib.us/> - Free Download - Online)

Strong, B., DeVault, C., & Cohen, T. F (2011). The Marriage and Family Experience: Intimate Relationships in a Changing Society. Thomson Wadsworth. ISBN: 13: 9781305503106 (Z-Library - <https://1lib.us/> - Free Download - Online)

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Race, ethnicity, gender, sex, age and socioeconomic status are foundational demographic concepts within the discipline of sociology. The course revision incorporates more specific and direct wording in Course Lecture Content in relationship to specific social movements, government policies and laws and cultural events surrounding the social institutions of marriage and families. For example, in addition to lectures/discussions that include the cultural phenomenon of machismo in Latino/a/x family structure, institutional racism in the form of federal laws, such as Repatriation, the Bracero Program and Operation Wetback will also be included to provide additional context. This will help students better understand the relationship between broad social forces (macro-systems) and their influence within family structure (micro-systems). Subtopics throughout the course are varied and align with course learning objectives.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The intersection of race, ethnicity, socioeconomic status, sex, gender, accessibility and institutions of marriage and family are emphasized in course content, assignments, assessments, methods on instruction and evaluation fostering inclusive exploration of sociological concepts and theories and their application to daily life. A variety of textbook options in both print and OER formats, film/documentaries and articles authored by culturally competent scholars allowing students to see themselves in course readings, coupled with multiple approaches for assignments, activities and assessments align critical thinking, analysis and the exploration of sociological perspectives in relationship to the institutions of marriage and family encourages student reflection on the ways in which topics such as historical variations in family structure, public policy and marriage, parental caregiving or sexual coercion may apply to lived experiences. Students learn, interact with each other and faculty through peer-to-peer discussions, group activities, written and oral presentations of assignments, assessment-feedback, methods of instruction and evaluation, which fosters students ability to apply these skills to the world in which they live.

Interactions

Explain how the course will incorporate student-to-student interaction.

Group activities and assignments (ex. Assignment #1) foster peer engagement in research, evaluation, analysis and presentation. Students have multiple opportunities for peer-to-peer discussions, group and other interactive and collaborative activities may be utilized in face-to-face and online/hybrid courses. Students may collaborate in research and writing group or individual essays or presentations or other assessments incorporating topics such as elder abuse, research ethics or trends in childrearing. Features available through learning management systems, such as discussion forums, video conferencing and breakout rooms promote community and may be utilized in face-to-face, online and/or hybrid courses.

Explain how the course will incorporate instructor-to-student interaction.

Faculty may deliver lectures, facilitate group discussions by explaining and clarifying sociological concepts, theoretical perspectives and provide examples for the application of topics such as gendered violence within families, gender identity within families, parental caregiving, plural marriage in addition to other topics within society and individual lived experiences. Within lectures, guest speaker or field trip preparations and debriefings, activities, discussion, providing feedback or other interaction faculty to student interaction should model the processes of critical thinking, understanding intersectionality, incorporating sociohistorical and sociopolitical factors in analysis and application while encouraging students to make similar connections between course content and student observations of the world in order to help students understand their learning process. Various features of the course learning management system may be used to facilitate field trips (face-to-face or virtual), visiting lecturers (guest speakers), conferences in face-to-face and online course offerings.

Explain how the course will incorporate student-to-content interaction.

Students may engage with a number of assigned and self selected course content and supplemental resources. Examples include but are not limited to video/audio recorded lectures from guest speakers such as reproductive rights activists, digital slide presentations of article or textbook material, multi-media animations depicting population growth, mass media publications highlighting trends in topics such as mate selection, graphics/images (charts/tables) depicting demographic information as it relates to marriage and family. Student interaction through activities, assignments, assessments and evaluations and faculty and peer feedback provide opportunities for students to identify strengths, areas for improvement and the discovery of new interests. Faculty will provide, demonstrate and model examples of the ways in which students may interact with course content as students develop academic analytical, applicable skills and other skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course incorporates numerous sociological concepts and various theoretical perspectives in the study of the institution of marriage and family. Student engagement in the processes of analysis, critical thinking, research, discussions and activities with topics such as domestic violence, children the elderly and poverty, homeless families, LGBTQ+ families, childless families and topics that emphasize equity, diversity and culture along with various instructional and evaluation methods encourages students to apply learnings to their lives, observations of the world and reflect on their individual learning processes. Additionally, the exploration of

the intersection of sociological constructs, sociohistorical and sociopolitical structures and personal experiences and observations fosters self reflection and the development of their own unique world view in relationship to marriage and family.

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