Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

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1. **Course Proposals (check all that apply)** *SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE*

_____New Course	_____Course Prefix Change	_____Course Deletion
__X__Course Revision	_____Course Number &/or Title Change	_____Catalog Description Change

SYLLABUS OF RECORD AMNESTY, NO SUBSTANTIVE CHANGES TO COURSE

SOC 336 Sociology of Family

Current Course prefix, number and full title	_Proposed course prefix, number and full title, if changing_

2. **Additional Course Designations: check if appropriate**

_____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,
_____ This course is also proposed as an Honors College Course.   Pan-African)

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3. **Program Proposals**	_____Catalog Description Change	_____Program Revision
_____New Degree Program	_____Program Title Change	_____Other
_____New Minor Program	_____New Track	

Current program name	_Proposed program name, if changing_

4. Approvals		Date
Department Curriculum Committee Chair(s)	*Melanie D Hedie*	4-13-10
Department Chair(s)	*dux Hed*	4-13-10
College Curriculum Committee Chair	*signature*	4-21-10
College Dean	*Alphonse M. Pring*	4-21-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail Sechrist*	11/16/10

* where applicable

I. Catalog Description

Prerequisite: SOC 151   **3c-0l-3cr**

A sociological study of the family from various theoretical viewpoints. Special emphasis is on the contemporary American family. A variety of topics are covered, such as mate selection, power relationships and roles in the family, parent-child interaction, marital satisfaction, divorce, and others.

Suggested Change:

A study of family dynamics and patterns using sociological research methods and theories. Examines social, cultural, and historical changes which have altered the nature of family life and created challenges for public policy. Addresses contemporary problems and issues encountered by families and approaches to dealing with these problems.

II. Course Outcomes:

Students will be able to:

1. Use a sociological perspective and sociological terminology to explain dynamics and patterns of family life.

2. Employ historical and cross-cultural analyses of family dynamics and patterns.

3. Explain the logic of sociological inquiry and social research methods used for the scientific study of families.

4. Analyze, discuss, and apply sociological theories to dynamics and patterns of family life.

5. Describe how social change influences family life.

6. Analyze and evaluate social policies that influence family life.

7. Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of <u>reliable</u> information using various formats and employing intellectual honesty.

III. Course Outline

Week One: What is Family?
    1. Sociological Perspective of Family
    2. Family Sociology and Research Methods
    3. Sociological Theories of Families

Week Two: The Changing Family
    1. Historical Perspectives on Families
    2. Cross-cultural Perspectives on Families
    3. Contemporary Families

Week Three: Gender and Families
    1. Nature versus Nurture Debate
    2. Gender Roles in Families
    3. Changing Gender Roles in Contemporary Families
    4. Gender Roles in Families Across Cultures

Week Four: Social Class and Families
    1. Families and the Economy

2. Social Class Differences in Family Life

Week Five: Race, Ethnicity, and Families
1. Population and the Increasing Diversity of US Families
2. Interracial and Interethnic Families

Week Six: Sex and Sexualities
1. Sexuality and Human Development
2. Sexual Behaviors
3. Gay, Lesbian, and Bi-sexual Sexualities

Week Seven: Love and Marriage/Partnership
1. Dating and Mate Selection in the U.S.
2. Dating and Mate Selection Across Cultures
3. Cohabitation
4. Same Sex Marriage/Partnership
5. Marital/Partnership Relationship Success

Week Eight: Work and Family
1. The Division of Labor in Families
2. Overload and Spillover Between Paid Work and Family Life

Week Nine: Parents, Children, and Family Formation
1. Parental Choices, Roles, and Role Conflict
2. Parenting Across Cultures
3. Gay and Lesbian Parenting
4. Single Parenting
5. Social Class and Child Rearing

Week Ten: Adult and Extended Family Relationships
1. Aging Parents and Adult Children
2. Grandparenting

Week Eleven: Divorce and Remarriage
1. Trends in Divorce and Remarriage in the US and Across Cultures
2. Effects of Divorce
3. Stepfamilies

Week Twelve: Family Crisis and Violence
1. Domestic Violence
2. Child Abuse

Week Thirteen: Families and Social Policy
1. Abortion
2. Welfare
3. Family Medical Leave
4. Marital Promotion
5. Fatherhood Initiatives

Week Fourteen: Family Changes
1. Revisiting the Declining Family

Exam Week: Culminating Activity
   In-class exam and/or presentations
[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%

Must total 100%

> This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or lower

VI. Attendance Policy

Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.

VII. Required textbooks, supplemental books and readings

[One text, such as the sample texts below, supplemented by other readings and videos.]
1. Cherlin, A. J. (2010). *Public & Private Families (6th ed.).* New York: McGraw-Hill.
2. Benokraitis, N. (2010). *Marriages and Families: Changes, Choices, and Constraints. (7th ed).* Boston: Prentice Hall
3. Newman, D. (2009). *Families: A Sociological Perspective.* Boston: McGraw Hill.

Supplementary Materials [Such as the sample texts below.]
1. David Hall, ed. (2010). *Taking Sides: Clashing Views on Controversial Issues in Family and Personal Relationships (8thed).* New York: McGraw-Hill/Dushkin.
2. Cherlin, Andrew J., ed. (2010.) *Public & Private Families: A Reader (6th ed.).* New York: McGraw-Hill.

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:
- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

<u>Technical Support</u>
Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at <u>it-supportcenter@iup.edu</u> or via electronic form available online in Moodle.

Disability Services
IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity
IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm). Practicing academic integrity means you do not:
- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from <u>any</u> source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.