

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: SOCI 201

Course Title: Sociology of the Family

Year: 2021-2022

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course uses both sociological and ecological approaches to study the family. Several areas of inquiry are emphasized including the sociological and historical context of family life, relationships between the family and other social institutions, diversity in childhood and family experiences related to race, ethnicity, social class, gender, and public policy. SOCI 201 fulfills the SUNY General Education Social Science requirement. Prerequisites: SOCI 101; MATH 090 and RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

Liberal Arts - Social Science program majors may use Sociology of the Family as a social science elective. It is a required course in the Early Childhood A.A.S. degree program and is also appropriate for any student interested in critically examining the family as a social institution.

SOCI 201 contributes to the development of the following social science program outcomes:

- a. appropriate and effective written and oral communication skills that reflect social scientific reasoning;
- b. ability to locate, critically evaluate, and effectively use social scientific research;
- c. knowledge of social science research, methods, and theoretical principles;
- d. understanding of global issues and diverse perspectives.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

The primary aim of Sociology of the Family is to help students develop a sociological and ecological understanding of the family.

Course Objectives/Topics

Objective/Topic	% Course
The student should be able to Identify social and historical factors that shape family life.	100%
The student should be able to Identify relationships between the family and other social institutions such as the economy, religion, and education.	50%
The student should be able to analyze how race, ethnicity, social class, and gender shape family life.	50%
The student should be able to critically examine public policy as it relates to family life and evaluate public policy according to the criteria for "Building Family and Community Relationships" developed by the National Association for the Education of Young Children (NAEYC). According to these criteria, good public/family policy: 1) reflects an understanding of family and community characteristics; 2) supports and empowers families and communities through respectful, reciprocal relationships; and 3) involves families and communities in their children's development and learning.	50%
*Note: The sum of the amounts of class time assigned to each objective exceeds 100% because student mastery of the knowledge, skills, and understanding of the individual objectives overlap.	

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students spend class time and library research time to develop a research question related to a topic that is sociological in nature related to families.</p> <p>Students spend class time and library research time discussion reliable sources, and identifying primary research and peer reviewed sources.</p> <p>Class lectures and discussions throughout the course relate to competing values and social solutions to family problems.</p> <p>A large emphasis on values – what they are and where they come from, and how they conflict in families, societies, and the classroom.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Discuss Mills's concept of the sociological imagination, and build on this concept of person in environment and social context. Comparisons to other cultures are used in the text, lectures and discussions.</p> <p>We look at diversity as it applies to families and choices families make both in lectures and discussions, and in the text.</p> <p>Lectures and discussion about the social safety net and the social costs involved in caring for families in society.</p>

Instructional Methods

The following instructional methods are appropriate for this course: lectures, discussions, student application of course concepts and theories, research, formal and/or informal group work, guest speakers and videos.

Methods of Assessment/Evaluation

Method	% Course Grade
Oral presentation	5-15%
Research paper	20-50%
Annotated bibliography	10-25%
Exams and quizzes	0-25%
Interviews and/or observations	0-25%
Journaling	0-25%
Attendance and participation	0-15%

Text(s)

Shifting the Center: Understanding Contemporary Families, Susan J. Ferguson, Latest Edition, Mountain View, CA: Mayfield Publishing Company

Parents Under Siege: Why You Are the Solution, Not the Problem, in Your Child's Life, James Garbarino and Claire Bedard, Latest Edition, © 2002 Touchstone Books

Public and Private Families: A Reader, Andrew Cherlin, Latest Edition, © 2002 WCB/McGraw-Hill

Public & Private Families: An Introduction, Andrew Cherlin, Latest Edition, © 2002 WCB/McGraw-Hill

Families, Schools, and Communities: Building Partnerships for Educating Children, Chandler Barbour and Nita H. Barbour, Latest Edition, © 2002 Merrill-Prentice Hall

Lives on the Edge: Single Mothers in the Other America, Valerie Polakow, Latest Edition, © 1993 Chicago: University of Chicago Press

Bibliography

See Texts/Resources section above.

Other Learning Resources

Audiovisual: No resources specified
Electronic: No resources specified
Other: No resources specified