

SOC A110: INTRODUCTION TO DATING, RELATIONSHIPS, AND MARRIAGE

Item	Value
Curriculum Committee Approval Date	12/01/1981
Top Code	220800 - Sociology
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2) Area 7 Life Skills, Lifelong Learning, and Self-Development 7A Theory/ Non-activity (OE1)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> Area 4 Social and Behavioral Sciences (OSD)
California General Education Transfer Curriculum (CaL-GETC)	<ul style="list-style-type: none"> CaL-GETC 4 Social & Behavioral Sciences (4) CaL-GETC 4J Sociology (4J)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> IGETC 4 Social&Behavioral Sci (4) IGETC 4J Sociology (4J)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> CSU D0 Sociology & Criminology (D0)

Course Description

The sociological analysis of the structures and functions of dating, relationships, marriage and family . Emphasis on sociological theory and research on kinship systems, components of mate selection, intimate relationships, marriage patterns and child-rearing practices. The family is examined from historical, cultural, and global perspectives and in relation to social change. Transfer Credit: CSU; UC. C-ID: SOCI 130.C-ID: SOCI 130.

Course Level Student Learning Outcome(s)

1. Differentiate between core theoretical perspectives and research methodologies used to define and explore marriage and family units.
2. Compare and contrast global, cultural, social, and economic variations in dating.
3. Distinguish between the traditional nuclear family structure and pluralistic family structures, demonstrating how social changes have impacted the family as a social institution.

4. Recognize and evaluate the impact of gender role changes throughout the 20th century and defend solutions that address persistent gender inequality issues and challenges

Course Objectives

1. Identify theoretical models and research methodologies used to define family units.
2. Describe structures and functions of family units from an historical perspective.
3. Compare and contrast nuclear and extended families of the past with contemporary families.
4. Analyze the importance of expectations on dating, mate selection, and romantic relationships.
5. From an historical and contemporary social context, compare and contrast the meaning of love as a basis for forming marriage relationships.
6. Describe the issues and challenges resulting from gender-role changes in the 20th century.
7. Identify sources of conflict in families.
8. Evaluate contemporary methods of conflict resolution.
9. Compare and contrast cultural and social class variations in parenting styles.
10. Describe the issues and challenges contemporary families must solve as economic units.
11. Identify the social changes inherent in divorce and remarriage patterns.
12. Analyze and evaluate society's current solutions to the challenges facing children in divorce.
13. Compare and contrast the structures and functions of contemporary family units with those of the future.
14. Analyze and evaluate the need for family and kinship ties in the future.
15. Identify and give examples of single-parent challenges in today's society.
16. Compare and contrast multi-generational family units of the past with those emerging in our present society.
17. Identify social changes that are influencing recent combinations of families.

Lecture Content

The Study of Marriages and Families Methods of social research Theoretical models of marriage, the family, and kinship systems Problems defining the family The Sociology of the Family Structures and functions of the family 19th century work ethic and family change Overview of the 20th century and family change The family since the 1950s: issues and challenges The Sociology of Relationships Historical analysis of love and romance Cultural variations in dating and mate selection The influence of expectations on the family as an institution Gender Relations in Marriages and Families Ethnic, racial, and social class patterns and gender roles The influences of social change on gender roles Sexuality: issues and challenges Communications and Conflict Resolution Types of conflict and conflict resolution Power politics and communication in marriage Power and family violence: issues and challenges The Sociology of Parenting Family planning: cultural and social class variations Pregnancy and childbirth Child-rearing: cultural and social class variations Single-parent families: issues and challenges Grandparents in contemporary parenting roles

The Families as an Economic Unit An historical perspective Influences of class, race, and culture Two-wage-earner families and role changes The feminization of poverty in late-20th century America The Sociology of Divorce and Remarriage Social class, race, and ethnic patterns Children in divorce: issues and challenges Families in remarriage: issues and challenges The Future of the Family Generation gaps and experience gaps Belonging, isolation, and kinship ties in America Family life stages and new combinations The contemporary multi-generational family unit Social changes influencing current family patterns

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

Instructional Techniques

1. Lecture and explanation of topic concepts. 2. Instructor will provide verbal feedback to students questions during lecture, and written feedback on chalkboard/overhead to highlight concepts. 3. Small-group discussions to share individual written research assignments. 4. Students will work cooperatively to clarify major concepts from students written assignments - to be shared with the entire class by individual oral presentations. 5. Instructor will provide verbal feedback to small discussion groups. 6. Instructor will provide written feedback on individual student research papers. 7. Exams will be a combination of objective material, and short essay answers. 8. Instructor will periodically provide handouts on current family issues for student analysis.

Reading Assignments

Students will read approximately 4 hrs. weekly from textbook, websites, journals, OER materials, and/or handouts. Course readings from which to draw information for written papers will be found in the required textbook. There may also be textbooks on reserve in the library, listed under Selected Readings for this course.

Writing Assignments

Students will each write several papers analyzing an issue contained in the TOPIC OUTLINE. Course readings from which to draw information for written papers will be found in the required textbook. There may also be textbooks on reserve in the library, listed under Selected Readings for this course. Students papers will include: What do your resource authors say about this issue? What are the current sociological arguments that support this position? (Footnote your sources.) How does your personal experience compare with the information given by the authors? What are the possible explanations for any differences? What questions does this information bring up for you? Are there social or cultural implications you think need to be addressed by further research: If so, describe them. How does this information help you to understand your own life and the world around you? Small group discussions and critical analysis/oral presentations Students will present and discuss the topics covered in class. Students will then share these summary points form their own papers in brief oral presentations to the entire class.

Out-of-class Assignments

Students will spend approximately 2hrs. weekly working on papers and preparation for other assignments Students papers will include: What do your resource authors say about this issue? What are the current sociological arguments that support this position? (Footnote your sources.) How does your personal experience compare with the information given by the authors? What are the possible explanations for any differences? What questions does this information bring up for you?

Are there social or cultural implications you think need to be addressed by further research: If so, describe them. How does this information help you to understand your own life and the world around you? Small group discussions and critical analysis for oral presentations may happen outside of class.

Demonstration of Critical Thinking

1. Students will write analytical papers as described in Writing Assignments. 2. Students will engage in library resources reading to complete their Research Assignments. 3. Students will participate in small-group, in-class discussions. 4. Students will critique fellow students presentations. 5. Objective examinations covering text and lecture materials. 6. Short essays exploring current issues of family structure and function as they relate to social change.

Required Writing, Problem Solving, Skills Demonstration

I. Students will each write several papers analyzing an issue contained in the TOPIC OUTLINE. A. Course readings from which to draw information for written papers will be found in the required textbook. There may also be textbooks on reserve in the library, listed under Selected Readings for this course. B. Students papers will include: 1. What do your resource authors say about this issue? 2. What are the current sociological arguments that support this position? (Footnote your sources.) 3. How does your personal experience compare with the information given by the authors? 4. What are the possible explanations for any differences? 5. What questions does this information bring up for you? Are there social or cultural implications you think need to be addressed by further research: If so, describe them. 6. How does this information help you to understand your own life and the world around you? II. Small group discussions and critical analysis/oral presentations A. Students will present and discuss the topics covered in class. B. Students will then share these summary points form their own papers in brief oral presentations to the entire class.

Eligible Disciplines

Social science: Master's degree in social science OR the equivalent OR see interdisciplinary studies. Master's degree required. Sociology: Master's degree in sociology OR bachelor's degree in sociology AND master's degree in anthropology, any ethnic studies, social work, or psychology OR the equivalent. Master's degree required.

Textbooks Resources

1. Required Eshleman, J. Ross . The Family , 12th ed. Allyn Bacon, Inc., 2010 Rationale: - 2. Required Lamanna, Mary and Reidmann, Agnes. Marriages and Families, Latest ed. Wadsworth, 1991 Rationale: - Legacy Textbook Transfer Data: Legacy Item for reference 3. Required Stacey, Judith. Brave New Families, ed. UCPress, 1998 Rationale: University of California publication, latest edition 4. Required Williams, Brian. Marriage, Families, and Intimate Relationships. , 3rd ed. Pearson: -, 2012 Rationale: Out of Print - Historical reference- 5. Required Skolnick, A.S. and Skolnick, J.H.. Family in Transition, 17th ed. My Search Lab, 2013 Rationale: most current edition

Other Resources

1. Instructor prepared handouts on current topics relating to family issues and social change. 2. Instructor prepared handouts on current topics relating to family issues and social change. 3. Instructor may work with OER materials, library materials, and other resources that are free of charge to students.