

# TRINE

UNIVERSITY

## Course Syllabus

**Course Title:** The Family

**Term & Year:**

**Course & Section Number:** SOC 323

**Time & Place:** Asynchronous, Online

**Number Of Credit Hours:** 3

**Instructor:** TBD

**Office Location/Hours:** TBD

**Office Phone:** TBD

**Email:** TBD

**Course Description:** An analysis of problems and relationships in the family setting: divorce, mobility, generation differences, changing role of women and youth, delinquency, cross cultural patterns

**Prerequisites:** PSY 113 Principles of Psychology or SOC 103 Principles of Sociology

**Learning Outcomes:** Upon completion of this course, the student should be able to do the following:

1. Examine the diversity of structure, beliefs, values, and lifestyles of families, thereby broadening appreciation for the differences and similarities among family groups;
2. Examine influences of the culture on patterns, relationships, and structure of families;
3. Compare the ways in which social status – identified by work, gender, age, race, and ethnicity – influences families and role expectations within families;
4. Discover how changes in the family affect development of society's values and how traditional values have been and continue to be challenged; and
5. Demonstrate a better understanding of family relationships and history and its impact on thinking, feeling, and behaving.

**Required Text:**

Laff, R & Ruiz, W. (2019) [\*Child, family and community\*](#). College of the Canyons.

Lang, D. (2020). [\*Parenting and family diversity issues\*](#). Ames, IA: Iowa State University Digital Press.

Hammond, R. and Cheney, P. (2018) [\*Marriage, intimate relationships and families\*](#) Herkimer College / SUN

Pearce, E. B. (2020) [\*Contemporary families: An equity lens\*](#). Linn-Benton Community College.

[\*Sociology: Understanding and changing the social world\*](#) (2016) University of Minnesota Libraries

## Course Requirements:

This course requires you to interact with your classmates, your instructor, and the material, in a variety of ways. New lessons start on Monday (see the course schedule on Moodle under Course Information) and you will be required to complete a number of tasks each week. These include the following:

**Discussions:** Each week you will have a discussion on topics relevant to the week. You are required to respond to the initial question with a minimum of 200 words and you must use sources to support your work. Your initial post is due by Wednesday with response to two peers due no later than Saturday. Peer response must be a minimum of 100 words.

**Assignments:** There are assignments due at the end of week 2, 3, 4 and 6. These assignments will be due no later than Sunday at 11:59 PM

**Presentation:** There is a presentation due in week eight. It is due by Wednesday at 11:59 PM.

### Attendance/Participation:

To be counted present each week you must complete at least one assignment/quiz/discussion. Failure to complete at least one activity during the week will result in you being marked absent for that week. Three absences will result in students being administratively dropped from the course.

### Grading/Evaluation:

Discussions: 40 percent of course grade

Assignments: 40 percent of course grade

Presentation: 20 percent of course grade

A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D+	67-69
D	60-66
F	59 and below

### Other Policies:

#### Academic Misconduct

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one's own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one's own work, submitting an academic exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material

during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

### **Plagiarism**

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

**Artificial Intelligence (AI) is prohibited:** All work submitted by students in this course must be generated by the student. Students may not have another person or entity contribute to an assignment for them, which includes using AI. Students may not incorporate any part of an AI-generated response in an assignment, use AI to formulate arguments, use AI to generate ideas for an assignment, or submit work to an AI platform for improvement. Using an AI tool to generate content may qualify as academic misconduct in this course.

OR

**Artificial Intelligence (AI) is allowed:** Students may use AI tools on instructor-identified assignments in this course. To adhere to our scholarly values, students must cite any AI-generated material that informed their work. Using an AI tool without proper attribution may qualify as academic misconduct in this course. It is the responsibility of the student to verify the accuracy, reliability, and ethical implications of AI-generated content.

### **E-Device Policy**

Use of electronic devices including smart watches and cell phones is prohibited during exams or quizzes unless directly allowed by the instructor.

**Course Calendar/Schedule:** Please see the schedule posted

**Additional Information:** Please read faculty expectations and discussion board expectations in the class.

### **Course Mapping:**

<b>Week One: Theories of Family (LO1-4)</b>	
<b>Learning Activities and Materials</b>	<b>Assessments</b>

<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 1: Theories That Help Us Understand Families</a> (LO 1, LO 2 and LO 4) (8 pages)</li> <li>• <a href="#">Chapter 3: Family Theories</a> (LO 1, LO 2 and LO 4) (7 pages)</li> <li>• <a href="#">Theories Developed for Understanding the Family</a> (LO 1, LO 2 LO 3 and LO 4) (8 pages)</li> <li>• <a href="#">Family Theory</a> (LO 1, LO 2 LO 3 and LO 4) (6 pgs)</li> <li>• <a href="#">The Evolution of American Family Structure</a> (LO 1, LO 2 LO 3 and LO 4) (6 pgs)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sociological theories of the family summary</a> (LO 1, LO 2 LO 3 and LO 4) (15.39 mins)</li> </ul> <p>Listen:</p> <ul style="list-style-type: none"> <li>• <a href="#">How do you define family?</a> (LO 1, LO 2 and LO 4) (26 mins)</li> </ul>	<p>Participate:</p> <p>1-Introduce yourself to the class and share one thing you would like to learn about families in this course</p> <p>2-Discussion reflecting on own family and which theory best explains family or origin. Discuss how own family has changed over time and what impacted the changes (LO 1, LO 2 and LO 4)</p>
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**Week Two: Historical Perspective (LO1,2,4,5)**

<b>Learning Activities and Materials</b>	<b>Assessments</b>
<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">15.1 The Family in Cross-Cultural and Historical Perspectives</a> (LO 1, LO 2, LO 5) (6 pgs)</li> <li>• <a href="#">The Evolution of American Family Structure</a> (LO 1, LO 2, LO 5) (5 pgs)</li> <li>• <a href="#">How Family Structure has Changed</a> (LO 1, LO 2, LO 5) (6 pgs)</li> <li>• <a href="#">Chapter 1: The Sociology of the Family</a> (LO 1, LO 2, LO 5) (7 pgs)</li> <li>• <a href="#">The Family: A Socially Constructed Idea</a> (LO 1, LO 2, LO2 4, LO 5) (9 pgs)</li> <li>• <a href="#">The Social Construction of Difference</a> (LO 1, LO 2, LO 4, LO 5) (5 pgs)</li> </ul> <p>Watch:</p>	<p>Participate:</p> <p>1-Discussion comparing modern day families with historical families. Students will explore demographic trends, beliefs, values and lifestyle differences. (LO 1, LO 2, LO 5)</p> <p>2-Assignment: “Non-Traditional” Families. Students will create a infographic that examines a “non-traditional” family. It will include values, relationships structures and differences/similarities to traditional families. It will also include how the “non-traditional” family affects society’s values. (LO 1, LO 2, LO2 4, LO 5)</p>

<ul style="list-style-type: none"> <li>• <a href="#">How do changing families impact health &amp; social equality?</a> (LO 1, LO 2, LO 4, LO 5) (1.54 mins)</li> </ul> <p><a href="#">What is Social Constructionism?</a> (LO 1, LO 2, LO 4, LO 5) (3:30 mins)</p>	
<b>Week Three: Socialization (LO1-5)</b>	
<b>Learning Activities and Materials</b>	<b>Assessments</b>
<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter Four: Dating and Sex</a> (6 pgs) (LO 1, 2, 3, 5)</li> <li>• <a href="#">Chapter Five: Connection and Love</a> (6 pgs) (LO 1, 2, 3, 5)</li> <li>• <a href="#">Chapter Six: Dating and Partner Selection</a> (14 pgs) (LO 1, 2, 3, 5)</li> <li>• <a href="#">Chapter 4: Theories of Mate Selection</a> (2 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">Chapter Eight: Sexuality</a> (9 pgs) (LO 1, 2, 3, 5)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">CBSN Originals presents "Speaking Frankly: Dating Apps"</a> (23:06 m) (LO 1, 2, 3, 5)</li> </ul>	<p>Participate:</p> <p>1-Discussion on mate selection. Focus on socialization factors that contribute to the selection of a mate (LO 1, LO 2, LO 5)</p> <p>Assignment:</p> <p>For assignment students create a PowerPoint presentation that explores a method that people use to meet and select their lifetime mates. Students will have to describe the theory associated mate selection. (LO 1, 2, 3, 4, 5)</p>
<b>Week Four: Gender Roles/Marriage (LO1-5)</b>	
<b>Learning Activities and Materials</b>	<b>Assessments</b>
<p>Read</p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 7: Sex and Gender</a> (LO 1, 2, 3) (17 pgs)</li> <li>• <a href="#">Chapter 11: Gender and Gender Inequality</a> (LO 1, 2, 3) (28 pgs)</li> <li>• <a href="#">Chapter 5-Cohabitation and Marriage</a> (LO 1, 2, 3, 4, 5) (6 pgs)</li> <li>• <a href="#">Chapter 9: Married and Unmarrieds</a> (LO 1, 2, 3, 4, 5) (10 pgs)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">Arranged Marriage And The Hard Truths Revealed In 'Indian Matchmaking'</a> (LO 1, 2, 3, 4, 5) (3:36 m)</li> </ul>	<p>Participate:</p> <p>1-Discussion on gender roles in families. Focus on the impact they have on roles people play in families. (LO 1, LO 2, LO 5)</p> <p>Assignment:</p> <p>Prepare a five-minute speech arguing for or against cohabitation or marriage. Describe the benefits and challenges. (LO 1, 2, 3, 4, 5)</p>
<b>Week Five: Parenting/Children (LO1-5)</b>	
<b>Learning Activities and Materials</b>	<b>Assessments</b>

<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 6: A Closer Look at Parenting</a> (18 pgs) (LO 1, 2, 4)</li> <li>• <a href="#">Part Two: Parenting Theory</a> (48 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">Part Four: Parenting styles</a> (8 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">Part Five: Child Rearing Strategies</a> (20 pgs) (LO 1, 2, 4, 5)</li> </ul> <p>Watch:</p> <p><a href="#">5 New Parenting Trends For 2022</a> (7:31 mins) (LO 1, 2, 4)</p>	<p>Participate:</p> <p>Discussion on child rearing strategies used when student was raised. Focus on how these strategies impacted their values and beliefs.</p> <p>or</p> <p>Compare one current parenting theory or styles and one historical parenting theory or style. Address the influence they have on how beliefs, values and lifestyle. Focus on cultural differences and the impact style has on the development of a child. (LO 1, 2, 3, 4, 5)</p>
<b>Week Six: Family Health (LO1,2,4)</b>	
<b>Learning Activities and Materials</b>	<b>Assessments</b>
<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 14: Family Functionality and Crisis</a> (8 pgs) (LO 1, 2, 4)</li> <li>• <a href="#">Chapter 11: Family Resources and Economics</a> (15 pgs) (LO 1, 2, 4)</li> <li>• <a href="#">Chapter 14: Family Conflict and Crises</a> (8 pgs) (LO 1, 2, 4)</li> <li>• <a href="#">Measuring The Burden Of Health Care Costs For Working Families</a> (4 pgs) (LO 1, 2, 4)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">10 types of Family Violence</a> (1:56 m) (LO 1, 2, 4)</li> <li>• <a href="#">The Long Term Impacts of Abuse Towards Children</a> (7:04 m) (LO 1, 2, 4)</li> </ul>	<p>Participate:</p> <p>Discussion on child abuse and neglect, spousal abuse or Elder abuse. Focus on the impact on the victim and the family. (LO 1, 2, 4)</p> <p>Assignment:</p> <p>Assume you are a married parent in a four-person household. The 2022 poverty levels for a family of four is \$27,600. Your combined income is about \$35,000. Based on where you live, create a one page budget that minimally includes housing costs, food, internet/cell service, health care and educational costs. Once the budget is created write a one-page reflection on the social and economic status of the family. Describe the impact you think financial stability has on the lifestyle of the family and relationships within the family. (LO 1, 2, 4)</p>
<b>Week Seven: Family Separation (LO1-5)</b>	
<b>Learning Activities and Materials</b>	<b>Assessments</b>
<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Chapter 15: Divorce</a> (7 pgs) (LO 1, 2, 3, 4, 5) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">Chapter 7: Divorce and Remarriage</a> (6 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">Broken family: Its causes and effects on the development of children</a> (4 pgs) (LO 1, 2, 3, 4, 5)</li> </ul>	<p>Participate:</p> <p>Discussion on theories divorce, causes, cultural differences, impact on family. (LO 1, 2, 3, 4, 5)</p> <p>OR</p> <p>Discuss the Impact on the family when a parent dies. Focus on long-term impact</p>

<ul style="list-style-type: none"> <li>• <a href="#">The Death of a Parent Affects Even Grown Children Psychologically and Physically</a> (5 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">How Does The Death Of A Parent Affect A Child</a> (6 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">Why Family Separation is Growing into a Global Crisis</a> (5 pgs) (LO 1, 2, 3, 4, 5)</li> </ul> <p>Watch:</p> <ul style="list-style-type: none"> <li>• <a href="#">Effects of family separation on a child</a> (3:05 m) (LO 1, 2, 3, 4, 5)</li> </ul> <p>Listen:</p> <ul style="list-style-type: none"> <li>• <a href="#">What Causes Divorce?</a> (23 m) (LO 1, 2, 3, 4, 5)</li> </ul>	<p>on children and how the family changes as a result. (LO 1, 2, 3, 4, 5)</p>
<b>Week Eight: The Future of Families (LO1-5)</b>	
<b>Learning Activities and Materials</b>	<b>Assessments</b>
<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">6.2 Parenting Outside of Marriage and 6.3 Same Sex Parents</a> ( 2 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">LGBTQ Family Fact Sheet</a> (3 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">Grandparents Raising Grandchildren</a> (13 pgs) (LO 1, 2, 3, 4, 5)</li> <li>• <a href="#">Making stepfamilies work</a> (3 pgs) (LO 1, 2, 3, 4, 5)</li> </ul> <p><a href="#">Gender-Diverse &amp; Transgender Children</a> (5 pgs) (LO 1, 2, 3, 4, 5)</p>	<p>Participate: Course Reflection: Focus on the key learnings and take aways. (LO 1, 2, 3, 4, 5)</p> <p>Assignment: Presentation on the future of families to include looking at structure, values, beliefs, lifestyle, cultural influences, and roles. Focus on how societal values impact the future or families. (LO 1, 2, 3, 4, 5)</p>

**References:**

Saikia, R. (2017) [Broken family: Its causes and effects on the development of children](#). International Journal of Applied Research 3 (2 ): 44 5- 44 8

**Other Materials:**

Administration for Children and Families (n.d.) [Grandparents Raising Grandchildren: A Call To Action](#)

<https://iastate.pressbooks.pub/app/uploads/sites/29/2020/07/GrandparentsRaisingGrandchildren.pdf>

American Psychological Association (2019, August, 23) [Making stepfamilies work](#)  
<https://www.apa.org/topics/families/stepfamily>

Alan's Lessons (2020, March 24) [Sociology: Sociological theories of the family summary](#). [Video]. YouTube <https://www.youtube.com/watch?v=GDsP4VTCFR0>

- AllHealthGo (2020, October 14) [The Long Term Impacts of Abuse Towards Children](https://www.youtube.com/watch?v=DlzkQ8cTITc) [Video].  
YouTube <https://www.youtube.com/watch?v=DlzkQ8cTITc>
- CBS News (2019, November 7) [CBSN Originals presents "Speaking Frankly: Dating Apps"](https://www.youtube.com/watch?v=l0aJ1Y6_RuA) [Video].  
YouTube [https://www.youtube.com/watch?v=l0aJ1Y6\\_RuA](https://www.youtube.com/watch?v=l0aJ1Y6_RuA)
- Ellison K. (2020, January 28) [Why Family Separation is Growing into a Global Crisis](https://www.pbs.org/newshour/health/why-family-separation-is-growing-into-a-global-crisis)  
<https://www.pbs.org/newshour/health/why-family-separation-is-growing-into-a-global-crisis>
- EMatrix (2020, August 6) [10 types of Family Violence.](https://www.youtube.com/watch?v=o2WV82eTrXw) [Video]. YouTube  
<https://www.youtube.com/watch?v=o2WV82eTrXw>
- [The Evolution of American Family Structure](https://online.csp.edu/resources/article/the-evolution-of-american-family-structure/) (n.d.) Concordia St. Paul.  
<https://online.csp.edu/resources/article/the-evolution-of-american-family-structure/>
- Family Equality Council (2017, August) [LGBTQ Family Fact Sheet](https://iastate.pressbooks.pub/app/uploads/sites/29/2020/07/LGBTQ-families-factsheet.pdf)  
<https://iastate.pressbooks.pub/app/uploads/sites/29/2020/07/LGBTQ-families-factsheet.pdf>
- [Family Theory](https://sociology.iresearchnet.com/sociologyoffamily/family-theory/) (n.d.) Sociology Research Net  
<https://sociology.iresearchnet.com/sociologyoffamily/family-theory/>
- Get It 2Gether (2021, December 6) [5 New Parenting Trends For 2022](https://www.youtube.com/watch?v=ljTwopDBYVk) [Video]. YouTube  
<https://www.youtube.com/watch?v=ljTwopDBYVk>
- [How Family Structure has Changed](https://oregonexplorer.info/print/33469?topic=173&ptopic=140) (n.d.) Oregon Explorer  
<https://oregonexplorer.info/print/33469?topic=173&ptopic=140>
- Krisch, J. A. (2022, April 11) [The Death of a Parent Affects Even Grown Children Psychologically and Physically](https://www.fatherly.com/health-science/parent-death-psychologicalphysicaleffects) <https://www.fatherly.com/health-science/parent-death-psychologicalphysicaleffects>
- Li, P. (2022, May 27) [How Does The Death Of A Parent Affect A Child.](https://www.parentingforbrain.com/death-of-a-parent/)  
<https://www.parentingforbrain.com/death-of-a-parent/>
- Margolis, R. (2019, Jul 17) [How do changing families impact health & social equality?](https://www.youtube.com/watch?v=qbdcmKC1d2M) [Video].  
YouTube <https://www.youtube.com/watch?v=qbdcmKC1d2M>
- Marriage Monthly (2022) 18. [What Causes Divorce?](https://podcasts.apple.com/us/podcast/18-whatcausesdivorce/id1531812866?i=1000557152882) [Audio] [podcast].  
<https://podcasts.apple.com/us/podcast/18-whatcausesdivorce/id1531812866?i=1000557152882> McCarthy-Alfano, M., Glickman, A., Wikelius, K., Weiner, J. (2019, April 2) [Measuring the burden of health care costs for working families.](https://www.healthaffairs.org/doi/10.1377/forefront.20190327.999531/full/)  
<https://www.healthaffairs.org/doi/10.1377/forefront.20190327.999531/full/>
- MLL Helsinki (2020) March 3) [Effects of family separation on a child](https://www.youtube.com/watch?v=-S1RVISSk2o) [Video]. YouTube  
<https://www.youtube.com/watch?v=-S1RVISSk2o>
- Nassau Community College (Host) (2021, December 6) [How Do You Define Family?](https://www.audacy.com/podcasts/instruction-discussion-58519/how-doyoudefine-family-1014700771) [Audio] [podcast]. <https://www.audacy.com/podcasts/instruction-discussion-58519/how-doyoudefine-family-1014700771>
- NBC News (2020, July 29) [Arranged Marriage And The Hard Truths Revealed In 'Indian Matchmaking'](https://www.youtube.com/watch?v=MZH_kzdARcw) [Video]. YouTube [https://www.youtube.com/watch?v=MZH\\_kzdARcw](https://www.youtube.com/watch?v=MZH_kzdARcw)

PHILO-notes (2020, September 11) [What is Social Constructionism?](https://www.youtube.com/watch?v=Cckbw8dTsfY) [Video]. YouTube  
<https://www.youtube.com/watch?v=Cckbw8dTsfY>

Rafferty, J. (2022) [Gender-Diverse & Transgender Children](https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-DiverseTransgenderChildren.aspx). Healthychildren.org  
<https://www.healthychildren.org/English/ages-stages/gradeschool/Pages/Gender-DiverseTransgenderChildren.aspx>