COMMON COURSE OUTLINE: Course discipline/number/title: SOC 2612: Marriage and the Family Across the Life Span

A. CATALOG DESCRIPTION
   1. Credits: 3
   2. Hours/Week: 3
   3. Prerequisites (Course discipline/number): SOC 1614, SOC 1914 and College level reading and writing.
   4. Co-requisites (Course discipline/number): None

Sociological analysis of historical and contemporary patterns and trends in family life over the family span including investigations of dating, spouse selection, marriage, marital adjustment, parenting, aging, death and dying, divorce and remarriage, and family dysfunction.

B. DATE LAST REVISED (Month, year): March, 2003

C. OUTLINE OF MAJOR CONTENT AREAS:
   1. Part I: Marriage and Family in Sociological Perspective
      a) Analyzing Marriage and Family
      b) Explaining Marriage and Family Patterns Using Sociological Theory
      c) Social Process Analysis
   2. Part II: The Institution of Family in America
      a) Marriage and Family in Historical Perspective: Institutional Changes
      b) Family Structure and Function
      c) Contemporary Patterns of Marriage and Family
      d) The Family and Other Social Institutions
      e) Family Policy and Politics
      f) The Future of Family as an Institution
      a) Gender Role Socialization
      b) Forming Pair-bonded Relationships
      c) The Heterosexual and Homosexual Couple in American Society
      d) Dating
      e) Singlehood
      f) Premarital Sexuality
      g) Cohabitation
   4. Part IV: The Marriage Process
      a) Spouse Selection
      b) Engagement and the Premarital Process
      c) Marriage Laws
      d) Marital Adjustment
      e) Marital Communication and Conflict
      f) Marriage Roles
   5. Part V: The Parenting Process
      a) Variations in Child Bearing Patterns
      b) The Process of Forming the Parent-Child Relationship
      c) Parent -Child Communication
      d) Parenting in the Early Years
      e) Childhood and Adolescence Family Adjustments
      f) Parenting Adult Children
C. OUTLINE OF MAJOR CONTENT AREAS: Continued...

6. Part VI: The Aging Family: Transitions and Social Adjustment
   a) Physiological Aspects of the Aging Process
   b) Aging and Social Changes
   c) Aging in American Culture
   d) Adapting to Aging: Family, Friends and Social Support Systems
   e) Retirement
   f) Resources and Changing Needs of the Elderly
   g) Social Activities
   h) Chronic Illness and Family Adaptation
   i) The Process of Death and Dying
   j) Death and Family Adjustment
   k) The Process of Adapting to Widowhood
   l) Legislation and Aging

7. Part VII: The Process of Family Dissolution and Reformation
   a) The Process of Divorce and Family Adjustment
   b) Remarriage
   c) The Process of Blending Families

8. Part VIII: Family Dysfunction
   a) Spousal Violence
   b) Child Abuse and Neglect
   c) Substance Abuse
   d) Relational Dysfunction and Codependency
   e) Poverty and Homelessness

D. LEARNING OUTCOMES (GENERAL): The student will be able to:

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: Students will be able to:
1. Gather factual information and apply it to a given problem in a manner relevant, clear, comprehensive and conscious of the bias in the information section.
2. Recognize and articulate the often complex set of values which underlies and effects the decisions, observations, analyses, and evaluations made by ourselves and others.
3. Identify and evaluate the assumptions that are the basis for both their own and others’ thoughts and actions.

Goal 5/History and the Social and Behavioral Sciences: Students will be able to:
1. Examine social institutions and processes across a range of historical periods and cultures.
2. Use and critique alternative explanatory systems or theories.
3. Employ methods that historians and social and behavioral scientists use to investigate the human condition.

Goal 7/Human Diversity: Students will be able to:
1. Understand the development of and the changing meanings of group identities in the United States’ history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relationships between groups in contemporary society.
3. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that have shaped this American society and culture, in particular those groups which have suffered discrimination and exclusion.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
Evaluation methods may include any or all of the following:
1. Essay exams
2. Research papers
3. Quizzes
4. Objective exams
5. Written homework
G. METHODS FOR EVALUATION OF STUDENT LEARNING: Continued... 
6. Small group projects 
7. Oral presentations 
8. Journals 
9. Or any other work deemed appropriate by the instructor and so indicated on her/his syllabus

H. SPECIAL INFORMATION (if any): None