

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	Sociology								
COURSE RUBRIC AND NUMBER	SOCI 2301								
COURSE TITLE	Sociology of Marriage and Family								
COURSE CREDIT HOURS	<table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">:</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	3	3	:	0	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Discusses the sociological and theoretical analysis of the structures and functions of the family, the varied cultural patterns of the American family, and the relationships that exist among the individuals within the family, as well as the relationships that exist between the family and other institutions in society.

Prerequisite: INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Describe marriage and the family as a social institution.
- B. Discuss family diversity in cross cultural and historical perspectives.
- C. Describe the extent and nature of sex roles and gender stratification in the family.
- D. Describe theories of mate selection in American society and identify how this process varies by class, ethnicity, etc.
- E. Engage in **critical thinking skills**, which include creative thinking; innovation; inquiry; and the analysis, evaluation, and synthesis of information.
- F. Identify how various methods of sexual expression and erotic response are socially conditioned.
- G. Discuss variations in parenting and in kin networks created by social class and ethnicity.
- H. Discuss the social causes of conflict in marriage.
- I. Demonstrate **social responsibility skills** through intercultural competence, knowledge of civic responsibility, and/or the ability to engage effectively in local, regional, national, and/or global communities.
- J. Describe the effects that other social institutions have upon marriage and family.
- K. Demonstrate **empirical and quantitative skills** by formulating an inquiry and then identifying and following an investigative process using empirical and/or qualitative/quantitative reasoning to satisfy the inquiry.
- L. Demonstrate effective written, oral, and/or visual **communication skills**.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

- 1. Demonstrate understanding of the family and marriage as social institutions through theoretical perspectives.
- 2. Examine the diversity and complexity of contemporary families.
- 3. Explore changing cultural attitudes about marriage and alternatives to marriage.

4. Critically evaluate such issues as sexuality, partner choice, resolving marital issues, having and raising children, and combining work with family.
5. Demonstrate understanding of the relationship between theories and research methods used in the scientific study of marriage and family.
6. Describe some of the historical changes and current trends regarding the structural nature of the American family including the role of gender in relationships.
7. Identify causes and consequences of relevant problems within contemporary families.

IV. Evaluation

Methods for course evaluation will be at the discretion of each instructor. Instructors may employ one or more of the following methods of evaluation:

- Exams and/or Quizzes (format and type is left to the instructor)
- Research Paper
- Short Paper Assignments (either in-class and/or take home)
- Participation in classroom debates/discussions
- Field projects/In-class projects/Research activities

Each instructor is free to modify the standard college grading scale to suit his/her classes. Make-up and final examination policies are at the discretion of each instructor. However, classes will be held during finals/exam week and a “learning activity” will take place in each class during this week.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.