# SYLLABUS

**DATE OF LAST REVIEW:** 12/10

# CIP CODE: 24.0101

**SEMESTER:** Spring 2011

**COURSE NAME:** Sociology of the Family (Tuesdays/Thursdays 9:30 – 10:45)

**COURSE NUMBER:** SOSC-0108-01

**CREDIT HOURS:** 3

**INSTRUCTOR:** Asst. Professor C. Wiggins

**OFFICE LOCATION:** Room 2207 – Louis Building, Social Science Division

**OFFICE HOURS: (Preferably by appointment)**

Monday and Wednesday – 9:00 – 11:00 and 12:00 – 2:00

Tuesday and Thursday – 12:30 – 1:30

**TELEPHONE:** (913) 288-7475

**EMAIL:** [**cwiggins@kckcc.edu**](mailto:cwiggins@kckcc.edu)KCKCC- *“issued email accounts are the official means for electronically communicating with our students.”*

**PREREQUISITE(S):** None

**REQUIRED TEXT AND MATERIALS:** Please check with the KCKCC bookstore, <http://www.kckccbookstore.com/>, for the required texts for your particular class.

**COURSE DESCRIPTION:**

This course promotes understanding of the diverse forms of family through their structural relationships with the larger society. Family study as such is a special area within Sociology and hence a prerequisite course in introductory sociology is helpful but not absolutely necessary for students. The course focuses on the changing nature of families. Although other orientations outside sociology claim that family flux signals problems 'within' the family, sociologists see families as forms of social organization that exist within larger social systems. This social structure and the distribution of resources within it, creates much diversity among families. Individual family experiences and social 'myths' about families often obscure and mystify this structural reality Hence it is the purpose of this course to penetrate these myths and provide the student with the fundamental social science concepts necessary to illuminate real family relations and forms.

**METHOD OF INSTRUCTION:** A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

**COURSE OUTLINE:**

A. Introduction

1. An examination of images, ideals and ideological proscriptions for family formation and functioning in American life.

2. A presentation of the Mythical American Family and the process of mystification which hides it's real form.

3. A presentation of Sociological Theory and the means by which critical under-standing penetrates the ideological vial which allows the student to see the total structural and class network in which families form and function.

B. Historical Perspectives Concerning the Emergence of the Contemporary Family

1. Studying the family through the new social history

2. Families and Paleo Indian life.

3. The transition to sedentism and the origins of intra-family inequality.

4. Economy, family and colonial life.

5. Economy, family, and contemporary family formation.

C. New Interpretations of Family Diversity

1. The doctrine of two separate spheres.

2. Why adolescence is a structural and not a biological phenomena.

3. False universalization and the class nature of family organization.

4. Immigration and family diversity.

5. Racial control and family life.

D. Structured Inequality and Family J Life

1. The cultural and structural approach to class.

2. The myth of 'character flaws' and families in poverty.

3. Racial behavior and structural conditions in a class society.

4. The transformation of gender perspectives in a class society.

E. Structural Shaping of Families in Society

1. The tandem transformation of the economy and families.

2. The elements transforming the economy.

3. The Consequences of economic change for families.

4. The impact of public policy on family life: welfare.

F. Structural Interconnections Between Family and Work

1. History and the increasing participation of women in the work force.

2. Work and family interchange's.

3. Emerging new roles for women men and children.

G. The Social Construction of Intimacy

1. The structural basis for homogamy.

2. The new sexual behavior.

3. Social class and family intimacy.

4. Race and intimacy.

H. Contemporary Marriages

1. Who is marrying whom and at what age.

2. His and her marriages.

3. Sexual relations in marriage.

4. What is egalitarian marriage: an examination of power.

5. Achieving success in marriages: the realization of choices.

I. Parents and Children

1. Children, childlessness and family composition.

2. How children effect marriage.

3. How parents effect children.

4. Single parents and dual earner families.

5. Latchkey children and family policy.

6. Omnipotent parents or embedded families.

J. Violent Families

1. Families in a violent society.

2. Spousal abuse.

3. Child abuse and neglect.

4. Incest.

5. Battered elders.

6. Imaging: A microsociological strategy for control of anger.

7. Legislating a public policy approach to violence which includes class realities.

8. Revising the legal system: Sensitivity to women in violence.

K. Divorce and Remarriage

l. Trends in divorce.

2. Predicting the divorce rate.

3. His and her divorce.

4. Consequences of divorce.

5. Remarriage and after

6. The realities of blended families.

L. Diversity in Contemporary Lifestyles

1. Historical evolution of family forms: The link 'to diversity revisited.

2. Singles.

3. Heterosexuals, homosexuals and family lifestyles.

4. Commuter marriages.

5. The need for a relativist stance in contemporary lifestyles.

M. Families in the Future

1. Diversity among contemporary families.

2. Social forces affecting families of the future.

3. Families and declining affluence in America.

4. The increasing gap between haves' and have nots'.

5. The gender wars.

6. Summation of future possibilities.

**EXPECTED LEARNER OUTCOMES:**

A. The students will be able to interpret the fundamental concepts associated with the study of the family and to be able to distinguish between sociological explanations of family organization from other perspectives such as reductionism, victim blaming, and Universality of middle class American families as well as other non-sociological orientations.

B. The student will be able to appreciate the diverse family patterns which exist internationally. To apply this global understanding of family forms and behaviors to the many cultures which exist within American domestic social structure.

C. The student will be able to discuss the nature of sexism and inequality as it effects not only the behavior of families but governmental reaction to families through public policy.

D. The student will be able to discuss the nature of racism and inequality as it effects not only the behavior of families but governmental reaction to families through public policy.

E. The student will be able to be familiar with the theories within family sociology and the methods utilized to gain knowledge about families. To help the student apply these theoretical and methodological insights to understand the behaviors which exist within the families in contemporary society. Community interview projects involving a wide variety of family forms will help insure the student achieves the necessary understanding of the diverse world of family life.

F. The student will be able to develop a critical thinking perspective in the study of the family to better prepare the student to live in families today and to make better public choices through voting behavior and involvement in the important community affairs which will help shape family social policy.

**COURSE COMPETENCIES:**

***The students will be able to interpret the fundamental concepts associated with the study of the***

***family and to be able to distinguish between sociological explanations of family organization***

***from other perspectives such as reductionism, victim blaming, and Universality of middle class***

***American families as well as other non-sociological orientations.***

1. The student will be able to define the concepts of marriage and family and singlehood.

***The student will be able to be familiar with the theories within family sociology and the methods utilized to gain knowledge about families. To help the student apply these theoretical and methodological insights to understand the behaviors which exist within the families in contemporary society. Community interview projects involving a wide variety of family forms will help insure the student achieves the necessary understanding of the diverse world of family life.***

2. The student will be able to compare and contrast families of the past with contemporary families.

3. The student will be able to understand social change and how the family is related to the larger social system

***The students will be able to interpret the fundamental concepts associated with the study of the***

***family and to be able to distinguish between sociological explanations of family organization***

***from other perspectives such as reductionism, victim blaming, and Universality of middle class***

***American families as well as other non-sociological orientations.***

4. The student will be able to compare and contrast theoretical perspectives regarding the foundation of the family.

***The student will be able to be familiar with the theories within family sociology and the methods utilized to gain knowledge about families. To help the student apply these theoretical and methodological insights to understand the behaviors which exist within the families in contemporary society. Community interview projects involving a wide variety of family forms will help insure the student achieves the necessary understanding of the diverse world of family life.***

5. The student will be able to identify and describe research methods and ethical issues.

***The student will be able to discuss the nature of racism and inequality as it effects not only the***

***behavior of families but governmental reaction to families through public policy.***

6. The student will be able to integrate race, ethnicity, social class, and cross cultural perspectives in an analysis of contemporary family issues.

***The student will be able to discuss the nature of sexism and inequality as it effects not only the***

***behavior of families but governmental reaction to families through public policy.***

7. The student will be able to distinguish between sex and gender roles.

***The student will be able to be familiar with the theories within family sociology and the methods utilized to gain knowledge about families. To help the student apply these theoretical and methodological insights to understand the behaviors which exist within the families in contemporary society. Community interview projects involving a wide variety of family forms will help insure the student achieves the necessary understanding of the diverse world of family life.***

8. The student will be able to assess the concept of love as a social construction.

***The student will be able to appreciate the diverse family patterns which exist internationally.***

***to apply this global understanding of family forms and behaviors to the many cultures which***

***exist within American domestic social structure.***

9. The student will be able to examine sexuality in the context of family life.

10. The student will be able to compare and contrast sexual identities and behaviors.

***The student will be able to develop a critical thinking perspective in the study of the family to***

***better prepare the student to live in families today and to make better public choices through***

***voting behavior and involvement in the important community affairs which will help shape***

***family social policy.***

11. The student will be able to compare and contrast the mate selection process from a historical and cross-cultural perspectives.

***The student will be able to appreciate the diverse family patterns which exist internationally.***

***to apply this global understanding of family forms and behaviors to the many cultures which***

***exist within American domestic social structure.***

12. The student will be able to examine the marriage experience.

13. The student will be able to appraise the range or emotion in intimate relationships.

***The student will be able to discuss the nature of racism and inequality as it effects not only the***

***behavior of families but governmental reaction to families through public policy.***

14. The student will be able to appraise ways of resolving conflicts.

***The student will be able to appreciate the diverse family patterns which exist internationally.***

***to apply this global understanding of family forms and behaviors to the many cultures which***

***exist within American domestic social structure.***

15. The student will be able to describe the different relationships between spouses and partners in an open society.

16. The student will be able to identify family planning options.

***The student will be able to discuss the nature of sexism and inequality as it effects not only the***

***behavior of families but governmental reaction to families through public policy.***

17. The student will be able to describe the effects of children on intimate relationships.

***The student will be able to appreciate the diverse family patterns which exist internationally.***

***to apply this global understanding of family forms and behaviors to the many cultures which***

***exist within American domestic social structure.***

18. The student will be able to describe the stages of the family life cycle.

***The student will be able to develop a critical thinking perspective in the study of the family to***

***better prepare the student to live in families today and to make better public choices through***

***voting behavior and involvement in the important community affairs which will help shape***

***family social policy.***

19. The student will be able to identify the causes and effects of substance abuse in families.

***The student will be able to appreciate the diverse family patterns which exist internationally.***

***to apply this global understanding of family forms and behaviors to the many cultures which***

***exist within American domestic social structure.***

20. The student will be able to assess the influence of social structure on families.

21. The student will be able to discuss the distribution of power in families.

***The student will be able to be familiar with the theories within family sociology and the methods utilized to gain knowledge about families. To help the student apply these theoretical and methodological insights to understand the behaviors which exist within the families in contemporary society. Community interview projects involving a wide variety of family forms will help insure the student achieves the necessary understanding of the diverse world of family life.***

22. The student will be able to identify the causes and effects of violence and abuse in families.

***The student will be able to appreciate the diverse family patterns which exist internationally.***

***to apply this global understanding of family forms and behaviors to the many cultures which***

***exist within American domestic social structure.***

23. The student will be able to explain how work affects family and how family life affects work.

24. The student will be able to examine the process of child rearing.

25. The student will be able to describe the various stages of separation and divorce.

***The student will be able to develop a critical thinking perspective in the study of the family to***

***better prepare the student to live in families today and to make better public choices through***

***voting behavior and involvement in the important community affairs which will help shape***

***family social policy.***

26. The student will be able to examine changing family composition.

***The student will be able to appreciate the diverse family patterns which exist internationally.***

***to apply this global understanding of family forms and behaviors to the many cultures which***

***exist within American domestic social structure.***

27. The student will be able to understand the importance of aging and its effects on family life.

***The student will be able to discuss the nature of sexism and inequality as it effects not only the***

***behavior of families but governmental reaction to families through public policy.***

28. The student will be able to describe social security systems for aging family members in global perspective.

***The student will be able to discuss the nature of racism and inequality as it effects not only the***

***behavior of families but governmental reaction to families through public policy.***

29. The student will be able to discuss the characteristics of families in the 21st century.

***The student will be able to develop a critical thinking perspective in the study of the family to***

***better prepare the student to live in families today and to make better public choices through***

***voting behavior and involvement in the important community affairs which will help shape***

***family social policy.***

30. The student will be able to define the relationship between family policy and social responsibility for the 21st century.

**ASSESSMENT OF LEARNER OUTCOMES:**

Student progress is evaluated by means of participation in classroom discussions, out-of-class and in class written assignments, library and Internet research skills progress, out-of-class and in class tests and a cumulative final examination.

**TEXTBOOK:**

“Families as They Really Are” edited by Barbara J. Risman, published by Norton Publishing

**COURSE REQUIREMENTS:**

This semester begins on January 18th, 2011 and ends on May 11th, 2011 (the end date does not include final exams).

**PROFESSOR’S MESSAGE:**

I would like to cover a few things with the class and I always like putting this information in the syllabus so that everyone knows where to find it.

**E-mail (contacting me)**

I like the e-mail format because for me, it’s personal.  Despite the fact that this message is going to the entire class via the syllabus, by sending this message to each of you it’s as if I’m standing in the classroom talking to you individually, and that’s important because I strive to provide all of my students with as much individual attention as possible (even on-line students), and with that, the first item I want to address is something that I’m sure most of you have probably heard before and that is this . . . there are no silly questions.  Really, there are no silly questions.  One of the worst things any of you can do is to fail to ask a question.  It doesn’t matter how many times a question has been asked and answered, if you aren’t clear on the answer.  In all of my years in higher education, I’ve never encountered a situation where a student lost points or suffered a grade reduction because she/he asked a question.  But guess what . . . I have seen situations where a student’s grade suffered because they didn’t understand something and they failed to ask a question.

Students are not only expected to contact me with questions, but I also welcome and encourage comments relating to the class when appropriate. I want everyone to succeed, and since I don't know what you know (or don't know) the best way for me to help you is for you to help me, by letting me know that you need help.  I will attempt to respond to all e-mail messages and phone messages within a 36-hour period Monday through Friday.   Additionally, while I want everyone to succeed, I doubt very seriously that I could want any of you to succeed more than ***you*** want to succeed.  I imagine that most of you aren’t taking this class because you have absolutely nothing better to do.  You want to earn a good grade and that’s great.  The point that I’m trying to make here is this . . . I am not a thin-skinned professor . . . I won’t be offended if any of you ask questions about your grade . . . more specifically, why you got a certain grade.  I believe if I award you a particular grade I should be able and willing to discuss with you my reason(s) for awarding the grade.  I think I do a pretty good job of teaching, but I am only human and I make mistakes.  If you’ve completed an assignment and I haven’t put down a grade for you, don’t hesitate to inquire.

When sending me an e-mail message, be sure to follow these instructions. In the subject line, but the following: **SOSC 0108-01.**

Nothing else should be placed in the subject section other than the course code. Note that there is no line between the “C” and the “0” only one blank space. This will ensure that your message goes directly to the file I’ve set-up for this class and not get lost in my regular e-mail inbox.

Additionally, students are always welcome to call (913) 288-7475 or come by my office.

**Written Assignments:**

All assignments must be typed, in a 12-pitch font and double-spaced unless otherwise specified by the professor. No assignment will be accepted if it is hand-written and scanned. If assignments aren’t typed, double-spaced and in a 12-pitch font, the assignment will not be accepted.

If an assignment is e-mailed, it must be sent in MS Word (doc. or docx) format or Adobe **only**.

**Attendance:**

I understand that unforeseen things do happen.  Children, spouses, significant others, parents, can become ill, work can become an issue, cars breakdown, etc.  Sometimes it may seem that everything that can go wrong will go wrong at the same time.  If anyone encounters a problem that prevents them from attending class, participating in class activities or from getting their assignments in, the sooner I'm made aware, the sooner I may be able to help.  I am very reluctant to entertain last minute requests for help/extensions (such as right before I submit final grades), particularly if I haven't heard from someone in three or four weeks.

None of us know what is going to happen in the next five minutes, let-alone the next sixteen weeks.  Life is full of unexpected twists and turns.  I understand that many of you are attempting to earn your degree while working and raising a family.  Trust me, I know it isn’t easy; in nearly 20 years in higher education and in years in corporate and military training environments, I’ve encountered most of the things that can knock a student off-track.   While we don’t know what the next five minutes or sixteen weeks holds, we know that our plans don’t usually include the unexpected. We ***plan*** to read the assigned material, we ***plan*** to complete the assignments, we ***plan*** to attend class, etc.  The point that I’m trying to make here is don’t panic, I understand life happens.  Certainly there are deadlines in this class, times when things have to be turned-in, but if something should occur that might prevent an assignment from being turned-in on time or turned-in at all, please do not simply give up on the assignment and refuse to contact me.  There may be something that I can do to help you.  I am always amazed by the number of students who simply give-up because their assignment is late, they’ve fallen behind and they don’t think there’s anyway to catch-up . . . not-so-suprisingly, these are usually the same students who don’t contact me.  Now no one should interpret what I just said to mean that because a new episode of “CSI” or “The Big Bang Theory” or “American Idol” etc, is coming on that you should not complete your assignments in a timely manner.  I rarely grant extensions and any extension given, on any assignment, must be for what I considered to be legitimate reasons (usually things beyond a student’s control), and the reason(s) must be verifiable.  Everyone should understand, just because I am willing to help students who may run into unforeseen situations, it doesn’t mean that I will honor every request a student makes for additional time on an assignment (as an example) or that I’m obligated to, nor does it mean that I will accept every excuse presented to me.

**COURSE REQUIREMENTS:**

1. Before coming to class, students are expected to read all assigned material, to include assigned chapters as well as all other assigned material, and to have all homework assignments ready to turn-in at the beginning of class.

Again, all assignments must be typed, in a 12-pitch font and double-spaced unless otherwise specified by the professor. If assignments aren’t typed, double-spaced and in a 12-pitch font, the assignment will not be accepted.

2. Students are expected to come to each class session fully prepared to engage in the discussion(s).

3. Students are expected to be on-time to each class session. Unless there are extenuating circumstances, no student will be permitted to enter the class if they arrive later than 15 minutes after the class has started and as a result, will be counted as absent.

**NO STUDENT** will be allowed to enter the class once an exam begins unless previous arrangements have been granted by the professor. Notes from other professors or staff members indicating the student was with them and asking that the student be allowed into the class will not void this policy. All class times, to include but not limited to, class beginning, dismissal, exams beginning, etc., will be determined by the by the clock on the wall in the classroom, not the professor’s wrist watch nor the watch of any student.

4. Students **ARE NOT** permitted to work on *any* homework assignments while in class unless the instructor specifically grants permission. This includes homework for this as class well as any other classes students may have. Students may not work on personal items while in class, to include, but not limited to, balancing checkbooks, preparing grocery lists, etc.

5. This section will cover assignments being turned-in.

a. Any assignment not turned in at the beginning of class because the student is tardy, will be considered late and will not be accepted unless the tardiness is excused by the professor.

b. If an assignment is turned in on the date it is due, but at a time later than the beginning of class, the assignment will still be considered late and will not be accepted. For example, if a student misses class but attempts to turn an assignment in later that same day by bringing the assignment to my office or e-mailing it, the assignment will be considered late and will not be accepted unless the student has received permission from the professor to turn the assignment in late.

c. If the professer grants permission to e-mail an assignment, the assignment must be received by the instructor no later than the beginning of the class period, otherwise, the assignment will be considered late and will not be accepted.

d. If a student gives an assignment to someone else to turn-in for them, the instructor must receive the assignment prior to the beginning of class or the assignment will be considered late.

e. If a student places an assignment in the professor’s in-box, or on the professor’s desk, the material must be received prior to the instructor leaving the office for class or the assignment will be considered late.

f. The instructor reserves the right to accept or deny assignments that are late due to the student’s tardiness or absence.

6. Students must take the unit exams and a final exam to pass the course. Unit exams may be announced in class although they are scheduled on the syllabus. \*No student will be allowed to enter the classroom on exam days if they are tardy.

Dates of the exams are tentative and subject to change.

Make-up exams will not be automatically granted and the professor will not contact any student in an effort to get them to take a missed exam. Based on the student’s reason(s) for missing an exam when the exam was originally given, the professor may deny any request to make-up an exam. Students have one school-day after an exam has been given to request the make-up. If the request is approved, the make-up exam must be completed within two school-days of when the request was approved unless additional time is granted by the instructor. (Note, for the purposes of this policy, a school day is any day the college is open and classes are actually held. My definition of a school day is not dependent upon whether or not a student attends classes on a particular day).

If the make-up exam is not taken within the two school-days allotted, and if there is no approval granted from the instructor for additional time, the student will receive zero points for that exam. If the two school-days granted for taking a make-up exam extends into a weekend, a holiday, or a school closure (excluding inclement weather) the student must take the exam before the weekend, holiday, etc. Again, school days refers to any days the college is open and classes are held, excluding weekends. School days do not refer to the days when this particular class meets.

All material presented to the class in the sessions prior to an exam (lecture, reading assignments, videos, power-point presentations, etc.,) is subject to be on an exam. The final exam may be comprehensive.

**ASSIGNMENTS:**

WEEKLY COURSE SCHEDULE: Below is the minimum amount of activity scheduled for each class session. The schedule below does not include in-class activities, extra-credit assignments, hand-outs, videos, etc., all of which may be presented in class and are subject to be on any of the exams. The information below IS subject to change. All assignments are due at the beginning of class unless otherwise indicated or mentioned by the instructor.

January 18th - Day one - introductions and review of syllabus and Reading #1 “Springing Forward from the Past: An Introduction:

January 20th – Readings #2 and 3

January 25th – Readings #5 and #6

January 27th – Reading #7

February 1st – Reading #7 continued

February 3rd – Reading #10

February 8th – Reading #10 continued; Reading 8

February 10th – Reading #9

**EXAM #1**

February 15th – Readings #12and #13 and #14

February 17th – Readings #14 and #15

February 22nd – Readings #16 and #17

February 24th – Reading #18

March 1st – Reading #19, Reading #20,

March 3rd – Reading #21

March 8th – Reading #23

March 10th – Reading #25 and Reading #26

March 15th – Reading #27

March 17th – Reading #28

**EXAM #2**

**SPRING BREAK – MARCH 21ST – MARCH 27TH**

March 29th – Reading #30

March 31st – Reading #31

April 5th – Reading #32 and Reading #33

April 7th – Reading #34

April 12th – Reading #35

April 14th – Reading #36

April 19th – Reading #37

April 21st – Reading #37

**EXAM #3**

April 26th – Reading #38

April 28th – Reading #38

May 3rd – Reading #39

May 5th – Reading #39

May 10th – Reading #39

**IF A STUDENT MISSES AN EXAM BECAUSE THEY ARRIVED TO CLASS TOO LATE TO TAKE THE EXAM, IT WILL BE CONSIDERED A MISSED EXAM. THIS POLICY ALSO EXTENDS TO THE FINAL EXAM.**

**ATHLETES OR ANYONE INVOLVED IN ANY SCHOOL ACTIVITY WHO MISSES AN EXAM MUST TAKE THE EXAM AT THE NEXT SCHEDULED CLASS SESSION OR SOONER. ATHLETIC DEPARTMENT POLICIES WILL NOT OVERRIDE THIS POLICY. ADDITIONALLY, THE PROFESSOR WILL NOT RELY ON NOTICES FROM COACHES, ETC., TO BE INFORMED THAT STUDENTS WILL NOT BE IN CLASS DUE TO AN ACTIVITY. THE PROFESSOR WILL HOLD EACH STUDENT RESPONSIBLE FOR MAKING THE PROFESSOR AWARE OF THEIR SCHEDULED EVENTS AND ABSENCES.**

**Major term paper**. Students will write a 12 page term paper in APA format on a subject relating to families in our society. The subject is the student’s decision, however, the topic must be approved by the instructor. The paper is due no later than April 1st, 2011. The paper must contain a cover page, an abstract, a work cited page and at least five references. This assignment is worth up to 200 points.

**Homework.** Students will have a written homework assignment each week. The assignments will be given in class. These assignments are worth up to 15 points each.

**ASSIGNMENTS**

Term Paper 200 points

Examinations      (4 @ 100 points each)                                  400 points

Weekly Homework (16 wks @ 15 points each)                 240 points

Attendance   (16 wks @ 5 points each week)                            80 points

**\***It is important for students to understand that the points shown above indicate the assigned value of each assignment. There is no guarantee that students will be awarded the amount of points indicated. The quality of each student’s work (to include when the work is turned-in) will determine the amount of points the student actually receives for each assignment. Based on the quality of the work, it is possible for students to receive more points than indicated for each an assignment. Work that the instructor deems to be of exceptional quality may receive additional (extra credit) points, beyond that indicated above.

**GRADING SCALE:**

The total points possible for this course are 920 (excluding any extra credit points that may be awarded). Based on the 920 points available for the course, students will need to receive 93 percent of the 920 points (or above) to earn an “A” for the class, at least 85 percent for a “B”, etc. The following grading scale will be used on all assignments and when calculating the final grade.

93% - 100% = A

85% - 92% = B

77% - 84% = C

69% - 76% = D

69% and below = F

**ACADEMIC INTEGRITY:**

Academic integrity is paramount.  If it is determined by the professor that anyone turned in work that is not theirs, received unauthorized assistance on any of the exams and/or on any course work, that student may not receive credit for that work and/or may be dropped from the course. Plagiarism will not be tolerated. The professor reserves the right to submit any/all written assignment to any on-line sources to check for plagiarism.

**CLASSROOM CONDUCT:**

**All assignments must be typed** unless the instructor gives permission for material to be handwritten.

**All assignments must be double-spaced** unless the professor gives permission for material to be completed in another manner.

**All assignments must be in a 12-pitch font** unless the professor gives permission for material to be completed in another manner. All assignments submitted for grading must be submitted using Microsoft Word software. Please let me know immediately if you do not have Microsoft Word software.

**All assignments must have a one inch margin** on both sides and the top and bottom of each page unless the professor gives permission for material to be completed in another manner.

Students ***may not*** wear headphones or use iPods or any electronic listening devices while class is in session.

Students ***may not*** bring food or beverages into the classroom unless there is a medical necessity for those items and the student has prior permission from the instructor.

Students ***may not*** bring children or uninvited guests to class.

Students ***may not*** fall asleep in class or put their heads down. Students doing so will be asked to leave the classroom.

Students ***are responsible*** for contacting the professor to retrieve graded assignments if the assignments are returned on a day when the student is absent.

The professor will not continually bring the assignments to class in hopes that the student will be in attendance

The instructor ***will not*** accept diskettes in lieu of a hard copy and students may not e-mail assignments to the instructor unless the instructor gives permission for material to be e-mailed.

The opinions and comments of each student are welcomed and encouraged. Everyone **will be respected.** Arguments, threats or physical confrontation of any kind will result in the immediate and automatic expulsion from the class. We will discuss a number of social issues during the course of the semester, and it’s possible that the opinions of others may make some students uncomfortable, as may the topic(s). While everyone is strongly encouraged to give their perspective on the issues being discussed, to make relevant comments and to ask questions, they are to do so in a respectful manner. It is acceptable for us to disagree with another person’s view on an issue, but it is never acceptable for anyone to attack another person, in any fashion, for those differing views. We can, and most likely will, attack positions, but not individuals. We will disagree in an agreeable fashion.

When making comments, students will refrain from making intentionally derisive, offensive and profane comments.

Only in cases of emergencies or serious situations will students be allowed to leave cell phones and pagers on while in class. **Students must get permission from the professor to leave a cell phone or pager on, prior to the beginning of class**.

**Absolutely no electronic recording devices** may be used in class under any circumstance unless previous permission has been granted by the instructor. This includes all cell phones with the capability of receiving and transmitting electronic images, e-mail, and accessing the internet. The instructor reserves the right to determine **if** a phone/pager can be left on during class session.

Students ***may not*** use camera phones during the class without the professor’s permission.

Students ***may not*** use lap-top computers in class without the professor’s permission.

Students ***may not*** text, either out in the open, in their lap, or beneath the desk, under any circumstance without the professor’s permission. All phone conversations and texting must end the moment students enter the classroom. **Anyone suspected of texting will be asked to leave the class and will not be permitted to re-enter the class until they’ve met with the professor.**

**Any student caught violating any of these policies will be subject to being withdrawn from the course.**

**PLAGIARISM:**

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another’s idea without acknowledging the source, the submission of a paper, report, project or class assignment (or any portion of such) prepared by someone else, or any incorrect paraphrasing. Plagiarism will result in the student receiving zero credit for the item.

**\*The instructor reserves the right to submit all papers to electronic sources to check for plagiarism.**

**FORMAT FOR WEEKLY HOMEWORK WRITING ASSIGNMENTS:**

The weekly writing assignments must be in the following format. Assignment not the format below **will not be accepted and the student will receive zero points**:

**BELOW IS AN EXAMPLE:**

Student’s Name: Jane Doe Date: January 18th, 2011

Writing Assignment # \_3\_ Class: SOSC-0108-01

**Assignment:** Describe, in your own words, the primary difference

between the conflict theory and the structural functional theory. Be sure

to use examples.

**Response:** The primary difference between . . . . .

**RUBRIC FOR TERM PAPER & WRITING ASSIGNMENTS**

**SOSC 0108-01 –SPRING 2011**

**Format:** Is the paper in the proper format? 1. . .2. . .3. . .4. . .5

**Introduction:** Is the subject clearly identified and defined? 1. . .2. . .3. . .4. . .5

**Punctuation/Grammar:** Is the paper accurately punctuated with correct grammar?1. .2. .3..4 . .5

**Organization:** Is the paper organized? Are thoughts clear and logical? 1. . .2. . .3. . .4. . .5

**Followed Instructions:** Does the paper follow the established instructions? 1. . .2. . .3. . .4. . .5

**Critical Thinking:** Is critical thinking evident? Is there good analysis? 1. . .2. . .3. . .4. . .5

**Conclusion:** Does the conclusion tie the paper/assignment together? 1. . .2. . .3. . .4. . .5

**Works Cited:** Are there references when applicable and are they properly cited? 1. .2. .3. .4. . .5

**Relevance:** Is the paper sociologically relevant? Are theories and/or theorists cited? 1. .2..3..4. .5

\*The above rubric will be used to grade term papers and weekly writing assignments. Students should compare their assignments against these questions prior to turning the assignments in.

**COURSE MANAGEMENT STATEMENT**

This course management statement will attempt to cover some additional items not listed above.

**First**, I will not discuss grades via the phone, nor via e-mail. Additionally, I will not, I cannot, speak to anyone, other than individuals in official capacities with the need-to-know, about any student’s grade or academic performance. As a result, I will not speak to parents, siblings, children, husbands, wives, boyfriends, girlfriends, significant others or anyone else without the proper written authorization from the student. This includes, but is not limited to, giving any of the above mentioned individuals a student’s graded assignments.

**Second**, although I have established office hours, there is no guarantee that I’ll be in my office during those posted hours should a student drop in unexpectedly. If possible, it is always best to make an appointment to visit with me.

**Third**, students should not anyone with them when they come to meet with me, this includes but is not limited to parents, siblings, children, husbands, wives, boyfriends, girlfriends, significant others, neighbors, etc. Anyone accompanying a student when they come to discuss their grades/performance in the class will be asked to wait in another location until the student and I have completed our conversation.

**Fourth**, when communicating with me via e-mail, do so in the following manner:

My e-mail address is: cwiggins@kckcc.edu

In the subject section, only put your course I.D.: for example: **SOSC 0108-01**

Do not put anything else in the subject section. By addressing the e-mail in this manner, your e-mail message will go to an in-box designated exclusively for your class and it will not get mixed-in with the other e-mail messages the professor receives. If you are unsure about your course code, please see me. I will attempt to return e-mail messages and phone messages within 36 – 48 hours. It is very unlikely that I will be able to respond to e-mail messages and phone calls that are received shortly before a class begins. I will not routinely return e-mail messages or phone calls over weekends, holidays, breaks, or on any days when this class isn’t regularly scheduled to meet. Students should not e-mail assignments to me without prior approval (this does not include the e-mail procedures established for the class). If students forward assignments/material to me via e-mail, students should understand that all deadlines will still apply. System failures, computer glitches, power outages, etc., may not prove to be acceptable reasons for submitting material late via e-mail thus penalties for late work may be imposed or assignments may not be acepted. This holds true for any assignment that is given to a parent, sibling, child, husband, wife, boyfriend, girlfriend, employer, significant other, co-worker, etc., to turn-in to me on the student’s behalf. The student is fully and solely responsible for ensuring all assignments are turned-in to me at the appointed time. For example, if Uncle Leroy’s moped breaks down on his way to deliver your assignment and as a result your assignment arrives late, your assignment will be considered late. My apologies to anyone who may have an uncle named Leroy who happens to own a moped, the comment above is used as an example only.

If a student is going to be absent for more than one week, they are to inform the professor of their absence (if possible).

**Fifth**, any cheating on any assignment will subject the student from expulsion from the class.

**Sixth**, it is the student’s responsibility to contact the professor regarding anything the student may have missed during their absence. This includes, but is not limited to retrieval of graded assignments, handouts, lecture information, etc.

**Seventh**, all students are strongly advised to ensure the professor has a current/working phone number, e-mail address, and/or text messaging number in addition to the school’s e-mail address if they have them. Understand . . . if you do not currently have a working phone number, cell phone/text messaging number or e-mail address (other than the KCKCC address), **I AM NOT** saying nor am I suggesting that anyone has to, or that they should acquire these means of communicating. I am asking for this information in the event that I need to reach you. An example would be . . . if I know that I will not be able to make it to class, especially if it’s an early class, I would like to be able to contact you in advance and inform you that class will be cancelled. **NO ONE** is required to provide this information to me.

**Eighth**, (again) students may not bring children or guests to class.

**Ninth**, students are strongly encouraged to contact me with any questions, comments and/or concerns they may have about their grade, the course, or any issue impacting their performance at any point in the semester.

**Tenth**, because late arrivals to class often create interruptions and it’s not fair to students who arrive on time, no one will be allowed entrance to the class 15 minutes after the class begins unless there is a prior agreement with the professor and/or if the reason(s) for the tardiness is beyond the student’s control (the professor reserves the right to determine if the situation was beyond the student’s control and allow entry into the class). Under no circumstance will students be allowed entry into the class if they’re late on any exam day. On exam day, the 10 minute exception doesn’t count. When a quiz is being given, if a student arrives late and other students are already taking the quiz, the late student(s) will not be given additional time to complete the quiz unless there is a prior arrangement made with the professor, or if the professor deems the reason for the tardiness to be beyond the student(s) control.

**Eleventh**, students may not “pack-up” early. Students can not begin to put things away and prepare to leave class prior to the instructor dismissing the class. Doing so will result in the loss of attendance and participation points for the day.

**Twelfth**, students are not permitted to put-on make-up while in class

**Thirteenth**, any student talking during the lecture (or when the professor is talking) is subject to being asked to leave the class. Talking while someone else is talking is, to say the least rude. Any rude behavior will subject students to being dismissed from the class.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Academic Resource Center.

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES

STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.

RECEIPT OF SYLLABUS

I acknowledge receipt of a syllabus from Prof. Wiggins. I have read the syllabus and I understand what is expected of me.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fall – year \_\_\_\_\_

Spring – year \_\_\_\_\_

Summer – year \_\_\_\_\_

**KANSAS CITY KANSAS COMMUNITY COLLEGE**

COMPETENCY INDEX

Course Number/Section/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Number: \_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Division: Social Science\_\_\_\_

RATING SCALE for Competency Achievement

4 – Superior

3 – Good

2 – Average

1 – Inferior

0 – Failure

NA – Not addressed

DIRECTIONS:

Evaluate the student by checking or highlighting the appropriate number to indicate the degree of competency achieved.

COURSE COMPETENCIES:

4 3 2 1 0 NA 1. The student will be able to define the concepts of marriage and family and singlehood.

4 3 2 1 0 NA 2. The student will be able to compare and contrast families of the past with contemporary families.

4 3 2 1 0 NA 3. The student will be able to understand social change and how the family is related to the larger social system

4 3 2 1 0 NA 4. The student will be able to compare and contrast theoretical perspectives regarding the foundation of the family.

4 3 2 1 0 NA 5. The student will be able to identify and describe research methods and ethical issues.

4 3 2 1 0 NA 6. The student will be able to integrate race, ethnicity, social class, and cross cultural perspectives in an analysis of contemporary family issues.

4 3 2 1 0 NA 7. The student will be able to distinguish between sex and gender roles.

4 3 2 1 0 NA 8. The student will be able to assess the concept of love as a social construction.

4 3 2 1 0 NA 9. The student will be able to examine sexuality in the context of family life.

4 3 2 1 0 NA 10. The student will be able to compare and contrast sexual identities and behaviors.

4 3 2 1 0 NA 11. The student will be able to compare and contrast the mate selection process from a historical and cross-cultural perspectives.

4 3 2 1 0 NA 12. The student will be able to examine the marriage experience.

4 3 2 1 0 NA 13. The student will be able to appraise the range or emotion in intimate relationships.

4 3 2 1 0 NA 14. The student will be able to appraise ways of resolving conflicts.

4 3 2 1 0 NA 15. The student will be able to describe the different relationships between spouses and partners in an open society.

4 3 2 1 0 NA 16. The student will be able to identify family planning options.

4 3 2 1 0 NA 17. The student will be able to describe the effects of children on intimate relationships.

4 3 2 1 0 NA 18. The student will be able to describe the stages of the family life cycle.

4 3 2 1 0 NA 19. The student will be able to identify the causes and effects of substance abuse in families.

4 3 2 1 0 NA 20. The student will be able to assess the influence of social structure on families.

4 3 2 1 0 NA 21. The student will be able to discuss the distribution of power in families.

4 3 2 1 0 NA 22. The student will be able to identify the causes and effects of violence and abuse in families.

4 3 2 1 0 NA 23. The student will be able to explain how work affects family and how family life affects work.

4 3 2 1 0 NA 24. The student will be able to examine the process of child rearing.

4 3 2 1 0 NA 25. The student will be able to describe the various stages of separation and divorce.

4 3 2 1 0 NA 26. The student will be able to examine changing family composition.

4 3 2 1 0 NA 27. The student will be able to understand the importance of aging and its effects on family life.

4 3 2 1 0 NA 28. The student will be able to describe social security systems for aging family members in global perspective.

4 3 2 1 0 NA 29. The student will be able to discuss the characteristics of families in the 21st century.

4 3 2 1 0 NA 30. The student will be able to define the relationship between family policy and social responsibility for the 21st century.

Please check one of the following:

\_\_\_\_\_ I certify that the student completed the course and the competencies indicated as

indicated.

\_\_\_\_\_ I certify that the student completed 25% of the course competencies, as indicated.

Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Kansas City Kansas Community College

### 21st Century General Education Learning Outcomes

### Learning Outcomes

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