

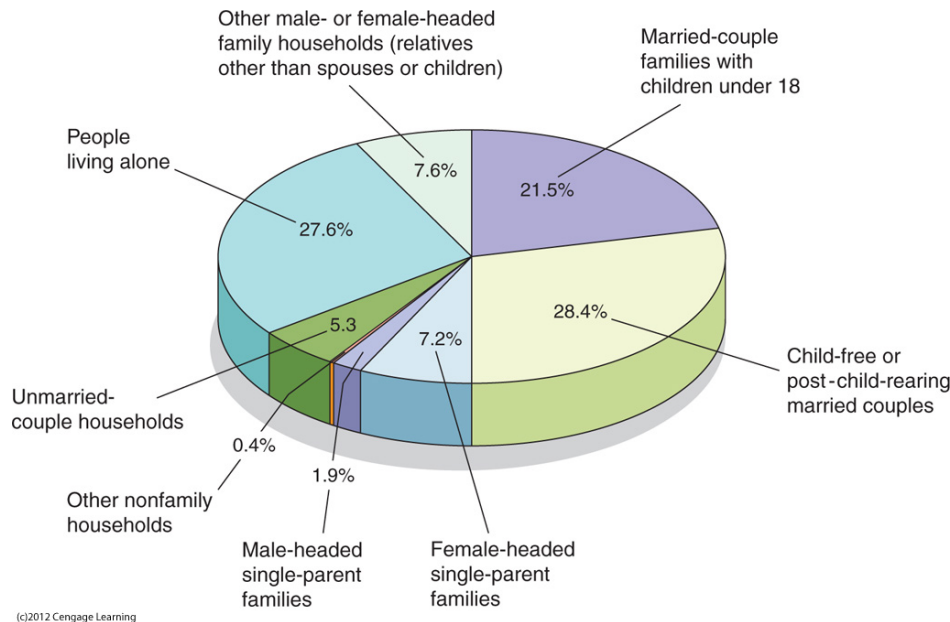
## SOC 323 02 FAMILIES IN SOCIETY

### THEME 4 - THE HUMAN JOURNEY THEME

**PROFESSOR: CHERYL BOUDREAUX, PH.D.**

**Office Hours: Tuesday and Thursday by appointment.**

**E-mail address: [boudreac@gvsu.edu](mailto:boudreac@gvsu.edu)**



**OBJECTIVES:** The sociology of the family examines the structure and function as well as the diversity in families. We look at the family's role in culture and its relationship to other social institutions in a particular culture. We examine the ways in which the family gives structure and meaning to our life styles throughout our life cycle. Why is the family a universal and why have we chosen this particular way of meeting our needs? Or have we chosen it? What are some of the problems and solutions in the family and what are changes that are occurring?

**POLICY ON DISABILITY:** If you have a disability that will require special accommodation(s) in this course, please contact the Office of Academic Support in 200 STU. The OAS will assist me in providing the necessary accommodations in order to enhance the learning environment for you. If you have already done so, OAS will provide you with a letter that describes your specific needs and the necessary accommodations. Please bring that letter to my attention as soon as possible, and prior to the due date of the first course assignment.

**GRADES will be based on FOUR TEST each worth 25% of your grade.**

**The class will be conducted in a format that includes seminar, discussion, and lecture (This pedagogy is important to the process of teaching students to think critically and creatively). You will be tested on information not covered in lecture/discussion. It is important to read the text in order to gain an understanding of families in society and to do well in this class. You will be held responsible for information in the text (everything in the text will not be covered in the classroom, you will be expected to know the assigned reading) as well as in the lecture/discussion.**

**NO LATE TEST PERMITTED WITHOUT SPECIAL APPROVED CIRCUMSTANCE.**

**Grading Scale:**

A = 100-95	A- = 94-90	
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 60-66	F = 59

**COURSE TEXT: Marriages and Families: Making Choices in a Diverse Society.  
Mary Ann Lamanna and Agnes Riedmann. Eleventh edition Wadsworth**

**ASSIGNMENTS AND DATES TO REMEMBER:**

**MAY 10 -17**

**READ: LAMANNA AND RIEDMANN CHAPTER 1 -3**

**Defining Sociology of the Family And Making sense of the family through theoretical perspectives**

- Family Ecology
- Family Development
- Structure-Functional
- Symbolic Interactionist
- Exchange Theory
- Family Systems
- Feminist Perspectives
- What are your perspectives from personal experience?

**We will not meet on Thursday May 12<sup>th</sup> due to TEDX conference <http://www.tedxgrandrapids.org/>  
please make sure to continue reading chapters 1 – 3 !**

**MAY 17**

**The Family in Social Context and Methods of Study**

- Historical events
- Technology
- Race
- Class
- Religion

**Doing Family Research: Methods**

- Experiments
- Surveys
- Naturalistic Observation
- Clinician's Case Studies
- Longitudinal Studies
- Historical and Cross Cultural Data

**MAY 19 TEST I ON CHAPTER 1, 2, AND**

**May 24 -26**

**READ: LAMANNA AND RIEDMANN CHAPTER 4 - 6**

**The Role of Gender (Chapter 4)**

Nurture or Nature

Socialization

Gender in Our Adult Lives

**Love And Choosing a Partner (Chapter 6)**

Defining Love

Finding Love

Love Styles, Self Love and Esteem

**Sexual Development and Sexual Orientation (Chapter 5)**

Theoretical Perspectives

Gender, Self Esteem, Sharing, Creating Bonds and Intimacy

HIV and AIDS

**MAY 31 TEST II ON CHAPTER 4, 5, AND 6**

**JUNE 2 - 7**

**READ: LAMANNA AND RIEDMANN CHAPTER 7 - 9**

**Marriage, Relationship and Kinship**

**Singles**

**Divorced**

**Widowed**

**Never Married**

**Living Together**

**Living with Parents**

**Same Sex Couples**

**The Decision to Parent**

**JUNE 9 TEST III ON CHAPTER 7, 8 AND 9**

**JUNE 14 -16**

**READ: LAMANNA AND RIEDMANN CHAPTER 10, 11, AND 12**

**Parenting**

**Juggling Paid and Unpaid Work in the Family**

**COMMUNICATION**

**JUNE 21 TEST IV ON CHAPTER 10, 11 AND 12**



This course is part of GVSU's General Education Program.

The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

The program is designed to increase your knowledge and skills in the following areas:

#### Knowledge Goals

1. The major areas of human investigation and accomplishment - the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one's own culture and the cultures of others.
3. The tradition of humane inquiry that informs moral and ethical choices.

#### Skills goals

1. To engage in articulate expression through effective writing
2. To engage in articulate expression through effective speaking.
3. To think critically and creatively.
4. To locate, evaluate, and use information effectively.
5. To integrate different areas of knowledge and view ideas from multiple perspectives.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one "make a life" as well as "make a living." The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions.

Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

*Grand Valley State University educates students to shape their lives, their professions, and their societies.*

### **THIS COURSE MEETS THE GENERAL EDUCATION: US DIVERSITY REQUIREMENT**

The study of culture prompts students to recognize themselves as cultural beings and to understand the diverse ways in which people organize life and perceive the world. Courses that receive the Cultural Emphasis Designations analyze the sources, causes, implications, and ways of understanding diversity both in the United States and around the globe. They focus on the values, perceptions, history, creative expression, and social life of various cultures and sub-cultures in the United States and in other countries and world regions. Such study enhances one's ability to live and work intelligently, responsibly, and cooperatively. Courses with a Cultural Emphasis Designation can appear anywhere in the curriculum, and, where appropriate, may double count.

#### **Purpose and Description of the U.S. Diversity Designation**

The United States has been and continues to be a society comprised of people from many different backgrounds. Rarely in history has a nation opened its borders and extended citizenship to so many diverse groups of people. Members of such a society need to understand how diversity may affect their own identities as well as their relationships with people in their social and political communities.

#### **U.S. Diversity Objectives:**

- 1) Feature an examination of the various cultures that make up the United States, highlighting both the variability and similarity in human behavior, beliefs, customs, and values;
- 2) Examine the ways identity can be affected by ethnicity, race, gender, class and common history;
- 3) Examine the historical and social consequences of United States diversity;
- 4) Consider whether there is a United States culture -- a common culture that unites and subsumes all groups in the United States.

#### **Skills Objectives**

All courses that receive the U.S. Diversity or World Perspectives designations use teaching methods that help students become more proficient in the following skills:

- 1) To engage in articulate expressions through effective speaking or writing;
- 2) To think critically and creatively;
- 3) To locate, evaluate, and use information effectively.

#### **Courses With the USD Designation:**

AAA 352; ANT 311; ED 225; LIB 350; MGT 355; MUS 300; SOC 280; SOC 381; SOC 382; SPA 313; SOC 323; US 201.

<b>THEME 4 - THE HUMAN JOURNEY THEME</b>
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**This course is also part of the General Education Human Journey Theme. The following information can assist you in deciding whether you would like to choose this Theme to fulfill your General Education thematic requirement.**

The focus of this theme is to understand human development from multiple perspectives. We are what we are because we influence and are influenced by many different physical, socio-cultural, and historical forces. Courses in this theme address the development of both the species and the individual throughout the life-span. Study in these areas allows us to become conscious of the assumptions and biases that inform and affect human behavior.

### Theme Goals

All courses in Theme 4 – The Human Journey include the following content:

1. To demonstrate understanding that human development, on both the individual and species level, is determined by multiple factors, both internal and external, interacting at particular points in time and space.
2. To demonstrate an understanding that life and life events can be explained from multiple perspectives.
3. To identify and consider the operating assumptions and biases that inform and affect the behaviors of individuals and communities.

### Skills Goals

All courses in a Theme use teaching methods that help students become more proficient in the following skills:

1. To engage in articulate expression through effective speaking;
2. To engage in articulate expression through effective writing;
3. To think critically and creatively;
4. To locate, evaluate, and use information effectively;
5. To integrate different areas of knowledge and view ideas from multiple perspectives.

### Theme Courses

**If you select this Theme, you must take 3 courses from 3 different disciplines. You CANNOT receive Theme credit for both PSY (364 AND 377) courses.**

#### **BIO 103: The Biology of People**

The behavior, anatomy, physiology, and evolution of humans are studied, with the goal of explaining how their internal systems and external environments interact and are controlled. Does not count towards biology major or minor. Fulfills Life Science Foundation requirement.

#### **LIB 314: Life Journey**

A study engaging the perspectives of the humanities on life development from childhood to old age as found in literature and such other expressions of various cultures as mythology, philosophy, art, film, and music. Prerequisite: ENG 150.

#### **PHI 300: Theories of Human Nature**

Survey of philosophical, scientific, religious conceptions of the human being, from past and present and from various cultures. Issues include meaning of life, destiny of humanity, relations between humans, human development and evolution, relations of humans to their creator/origins and to their environments and methodologies for investigating human nature. Prerequisite: Junior Standing.

#### **PSY 364: Life Span Development**

A survey of theories and research on human development from conception through death. Physical, perceptual, cognitive, personality, social and emotional changes are reviewed and their interrelationships discussed. Does not satisfy the requirements for teacher certification. Only one (PSY 301 or PSY 364) may be counted towards a major or minor. Prerequisite: PSY 101.

**PHI/PSY 366 – Perspectives on Aging**

This course examines the perception of the elderly from a multidisciplinary perspective. It is first approached from more historical and philosophical perspectives and then echoed by contemporary

empirical studies from a more psychological perspective. Prerequisite: PSY 101 or PHI 101.

Offered

winter semester.

**PSY 377: Psychology of the Quest**

Explores the concept of "questing" as one of the stories that humans use to explain human life.

The field of Jungian archetypal psychology will serve as the primary organizing structure for studying these meaning-making stories. Prerequisite: Junior Standing.

**SOC 323: Families in Society**

An examination of the basic concepts of culture and their application, first to the American family and then to the family in other cultures. Fulfills U.S. Diversity requirement. Offered every semester.