



Family Life: Past, Present and Future of Families Undergraduate Course Information Guide

Course Number: CCH 253, 2 or 4 credits, 10 Weeks
Delivery Formats: Online Async

<u>Learning Outcomes</u>	<u>Learning Strategies and Resources</u>	<u>Learning Deliverables</u>
<u>Assessment/Grading</u>	<u>Course Schedule</u>	<u>Policies</u>

Course Description

In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1950s.

What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality, and religion? Is the two-parent family necessary? What role do grandparents and great grandparents play in the changing family?

Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? How do these changes impact individuals in society?

Learning Outcomes

After completing this course, you will be able to:

- Identify and describe the traditional family in the U.S. and how this criterion is evolving.
- Identify and describe changing family systems since 1960.
- Analyze and describe the family and its significance to individuals and society.
- Understand the impact of Gender Role Theory and the Gender Revolution and how it affects family life.

- Understand and describe the complexities of diverse families and how they are presented in the research

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Skolnick, A. & Skolnick, J. (2008) Family in transition (17th Edition). Boston: Allyn and Bacon Publishing.

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

Online Discussions: Students are to post a minimum of three thoughtful responses for each discussion.

Reaction Papers: Approximately 250 word essay addressing a question related to an assigned article.

Final Presentation: Students choose an issue from class readings or recent news story related to changing families and prepare a Powerpoint presentation with visual aids and annotated bibliography.

Assessment of Student Learning

Distribution of Grade Points

Graded Assignment	Percentage of Final Grade
Online Discussions	30%
Reaction Papers	45%
Final Presentation	25%

[Back to Top](#)

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

[Back to Top](#)

Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1: Defining Family	Reading 1- The Theoretical Importance of Family pg. 15	1.1 Introduction Discussion 1.2 Defining Family Discussion 1.3 Reaction Paper 1/ Reading 1
Week 2, Module 2: Evolving Family Life	Reading 2 - The Global Revolution in Family and Personal Life pg. 27	2.1 Changing Families Discussion 2.2 Reaction Paper 2/ Reading 2
Week 3, Module 3: Family Values Theory - Conservative, Liberal & Feminist	Reading 3- The Mommy Wars Reading 4- Decline of the Family: Conservative, Liberal and Feminist Views pg. 54	3.1 Family Values Discussion 3.2 Reaction Paper 3/ Reading 3

		<p>3.3 Reaction Paper 4/Reading 4</p> <p>3.4 Final Presentation Topic Due</p>
<p>Week 4, Module 4: The Gender Revolution and Family Life</p>	<p>Reading 5- Destined for Equality pg. 79</p> <p>Reading 6 - Falling Back on Plan B: The Children of the Gender Revolution Face Uncharted Territory pg. 87</p>	<p>4.1 Role Changes Discussion</p> <p>4.2 Bem Gender Role Assessment Discussion</p> <p>4.3 Reaction Paper 5/ Reading 5</p> <p>4.4 Reaction Paper 6/ Reading 6</p>
<p>Week 5, Module 5: Children and Parents</p>	<p>Reading 14- New Families: Modern Couples as New Pioneers pg. 193</p> <p>Reading 18- Diverging Development: The Not so invisible hand of social class in the United States pg. 261</p>	<p>5.1 2 Parents vs. 1 Parent Discussion</p> <p>5.2 Are Children an Economic liability?</p> <p>5.3 Reaction Paper 7/ Reading 14</p> <p>5.4 Reaction Paper 8/ Reading 18</p>
<p>Week 6, Module 6: Family Life and Financial Resources</p>	<p>Reading 23- Families on the Fault Line pg. 341</p> <p>Reading 24- Middle Class Families in the Age of Insecurity pg. 358</p>	<p>6.1 American Family Spending habits Discussion</p> <p>6.2 Reaction Paper 9/ Reading 23</p> <p>6.3 Reaction Paper 10/Reading 24</p> <p>6.4 Annotated Bibliography for Final Presentation</p>

Week 7, Module 7: Work & Family	Reading 20- The Second Shift: Working Parents and the Revolution at Home pg. 309	7.1 The Work/Home Crunch Discussion
Week 8, Module 8: Diverse Families	Reading 25- Diversity Within African American Families pg. 365 Reading 26-Zinn/Wells - Diversity Within Latino Families: New Lessons for Family Social Science pg. 389	8.1 A.A. & Latino Families Discussion 8.2 Reaction Paper 11/ Reading 25 8.3 Reaction Paper 12/ Reading 26
Week 9, Module 9: Diverse Families (continued)	Reading 16- Gay Parenthood and the End of Paternity As We Know It pg. 232	9.1 Gay and Lesbian Families Discussion
Week 10, Module 10: Redefining the Family	Reading 30- Unmarried with Children pg. 468	10.1 Changing Families Discussion 10.2 Final Presentation Due

[Back to Top](#)

Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.
Telephone: 312-362-8001. General Email: scps@depaul.edu
For Advising Assistance, call (312) 362-5445 or email scpsadvising@depaul.edu

This document was updated 7-1-24.

[Back to Top](#)