

**LAST REVIEW:** 2009/2010  
*(i.e. 2003-2004)*

**NEXT REVIEW:** 2014/2015  
*(i.e. 2008-2009)*

**STATUS:** A  
*(A, I, D)*

**COURSE TITLE:** Marriage and Families: Intercultural Comparison

**COMMON COURSE NUMBER:** SYG2421

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(per 16 week term)*

**CLOCK HOURS:** 48  
*(Voc. Course ONLY)*

Lecture: 3

Lab:

Clinic:

Other:

**PREREQUISITE(S):** None

**COREQUISITE(S):** None

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum):*

A study of the institution of the family utilizing historical, cross cultural and sub-cultural comparisons to understand the background evolution, and current familiar structures of the world.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):

Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s):

Area

## **UNIT TITLES**

1. A Cross Cultural Perspective of the Family as a Social Institution
2. The Historical and Theoretical Perspective
3. Social Factors Affecting Marriage and Family Life
4. Gender Attribution and Sexual Behavior
5. Beginning the Family Life Cycle
6. The Stages of the Family Cycle

## **EVALUATION:**

Please provide a brief description *(250 characters maximum)* that details how students will be evaluated on the course outcomes.

Upon successful completion of this course, the students should be able to demonstrate an understanding of the basic concepts of the study of the institution of the family, utilizing historical, cross-cultural and sub-cultural comparisons to understand the background, evolution, and current familiar structures in the world.

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## **UNITS**

### **Unit 1 A Cross Cultural Perspective of the Family as a Social Institution**

#### **General Outcome:**

##### **1.0 The student shall:**

The students should be able to gain an understanding of a cross cultural perspective of the family as a social institution and that a cross cultural perspective identifies varied human behaviors and social processes taken to affect universal social needs and functions.

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 1.1 Characterize the nature of social institutions in terms of universal functions and illustrate varied manifestations of the resolution of cultural requisites in different cultural settings.
- 1.2 Identify the cultural requisites performed by the family.
- 1.3 Analyze the family as an institution and a social group, identifying the normative patterns that control the interactive processes.
- 1.4 Demonstrate how the relationship between the family of orientation and the family of procreation generate the norms of marriage.
- 1.5 Illustrate how the norms of marriage accommodate to the cultural influences of a society's cultural setting.
- 1.6 Characterize the normative standards of the traditional Chinese family and identify the transition to the modern familial context.
- 1.7 Identify the social elements that contribute to Utopian familial experiments.
- 1.8 Define the concept of family and describe the differences among extended families, nuclear families, and polygamous families.
- 1.9 Compare the functions of the traditional family with those of the contemporary family.
- 1.10 Describe demographic transitional norms of the contemporary family.

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- 1.11 Define the structure and problems unique to dual-career families, blended families, and one parent families.
- 1.12 Relate the factors associated with the rising incidence of independent single women, unmarried cohabitation, illegitimacy, and smaller families.

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**Unit 2****General Outcome:****2.0 The student shall:**

The students should be able to gain an understanding of the historical and theoretical perspective, an assessment of historical influences demonstrates the interaction of cultural traditions and practices. The theoretical perspectives provide the abstract constructs that provide a basis for generalization and prediction.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 2.1 Identify the two basic ethos factors emanating from Oriental and Greco Roman sources that have shaped the institution of Western society.
- 2.2 Review the characteristics of the Pastoral Hebrew family.
- 2.3 Trace the development of the family from classical Greeks through the decline of Rome.
- 2.4 Illustrate how early Christianity impacted upon the evolution of Family institution in Western society.
- 2.5 Note the Germanic influences on the establishment of familial norms among Western peoples.
- 2.6 Review the character of family, marriage and love as perceived by feudal society.
- 2.7 Illustrate the European basis of the early American family and not how the new environment modified marriage, and family form and practice.
- 2.8 Note and analyze the varied family forms that can be assessed by using a cyclical theory of familial evolution.
- 2.9 Illustrate the impact of economic change and related occupational alterations upon family form as assessed by the structural-functionalist theoretical perspective.

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**Unit 3 Social Factors Affecting Marriage and Family Life**

**General Outcome:**

**3.0 The student shall:**

The students should be able to gain an understanding of the social factors affecting marriage and family life in various cultures of the world. Such factors should include class, race and ethnicity.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 3.1 Illustrate how socio-economic status is a determining factor in developing normative behavior in various cultural settings.
- 3.2 Characterize the historical development of the Black family as a particular case in America.
- 3.3 Indicate how social attribution effect variance in the form and practices of marriage and family life.
- 3.4 Characterize the accommodation each of the following sub-cultural groups model with the dominant middle-class family life style of America:
  - 3.4.1 Italians
  - 3.4.2 Mexicans
  - 3.4.3 Japanese
  - 3.4.4 Cubans
  - 3.4.5 Chinese
  - 3.4.6 Others
- 3.5 Identify how women's status is changing throughout the world and is bringing about basic changes in family life.
- 3.6 Reveal the social factors of modern life that have contributed to change in women's status in various cultural settings.

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**Unit 4**

**General Outcome:**

**4.0 The student shall:**

Students should gain an understanding of gender attribution and sexual behavior, and determine how different societies consider various traits as indicative of the differences between the sexes. These construct systems are used to define masculine, feminine, or androgenous characteristics.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Distinguish biological, cultural, and self-identity factors that determine gender.
- 4.2 Discuss basic psychological and behavior differences between males and females as suggested by research evidence.
- 4.3 Explain the impact of gender role socialization on individuals.
- 4.4 Discuss gender-role inequities in today's society in relation to historical roles of men and women.
- 4.5 Identify and explain the function of each of the sexual organs in both male and female.
- 4.6 Describe the process of reproduction in males and females.
- 4.7 Outline the characteristics of the four phases of erotic responses (excitement, plateau, orgasm, and resolution), and describe the characteristic male and female responses in each phase.
- 4.8 Describe the characteristics of the three modes of conscious sexual expression (masturbation, petting, and copulation) and discuss how each contributes to an individual's sexual well-being.
- 4.9 Illustrate, in comparison with the preceding generation, how the incidence and frequency of premarital copulation and erotic response has changed for today's young woman.
- 4.10 Explain in general the characteristics of human sexual behavior.

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- 4.11 Illustrate the varied societal attitudes toward sexuality.
- 4.12 List the contributing factors by which American society remains somewhat anti-sexual.
- 4.13 Identify the probable causes for the pandemic incidences of venereal disease in modern society.
- 4.14 Describe the symptoms and treatment of syphilis, gonorrhea, genital herpes, trichomoniasis and nongonococcal urethritis, for both sexes.
- 4.15 Identify the variables associated with the incidence of homosexuality.

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**Unit 5      Beginning the Family Life Cycle**

**General Outcome:**

**5.0      The student shall:**

The students should be able to gain an understanding of beginning the family life cycle and that the beginning of the family unit involves cultural patterns in the expression of affective behavior and series of complexes aimed at familiarizing persons with the opposite sex, allowing for people to make personal choice and facilitating interaction. Though all cultures provide for the aforementioned alternative to marriage exist, as do marriages found under special circumstance, these latter elements reflect the complexity of modern, post-industrial society which produces conditions not always fitting the standard modes of pair bonding.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 5.1      Describe how accepting and giving love plays a vital role in our development and in our paired relationship.
- 5.2      List the characteristics and give examples of altruistic love, romantic love, companionate.
- 5.3      Compare and contrast the interpretations of infatuation and love in different cultures.
- 5.4      Describe the patterns of jealousy in different cultures.
- 5.5      Describe the shift from dependency, independence and interdependence from infancy to adolescence and maturity.
- 5.6      Discuss the patterns of dating for the upper class, middle class and lower class.
- 5.7      Explain the function of dating in contemporary American society.
- 5.8      Discuss the reward theory of attraction and the factors related to attraction in marital choice.

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- 5.9 Identify factors a couple should consider during the engagement period to help determine their compatibility as a couple.
- 5.10 Discuss the predictors of marital success.
- 5.11 Discuss the aspects of reciprocity of role interaction, congruence of role perception and equivalence of role function that are important for successful interaction in marriage.
- 5.12 Identify four areas of need that must be fulfilled for a successful marriage.
- 5.13 Discuss unmarried cohabitation with reference to occurrence, types, characteristics of participants and legal ramifications.
- 5.14 Discuss the alternatives to traditional monogamous marriage, including the characteristics of co-marital sexuality, communal living, group marriage, cluster marriage, and contract cohabitation.
- 5.15 Identify and discuss the motivating factors for society's attitudes toward the problems and successes of remarriage.
- 5.16 Identify and discuss the motivating factors for society's attitudes toward the problems and successes of inter-racial marriage.
- 5.17 Identify and discuss the motivating factors for society's attitudes toward the problems and successes of interfaith marriage.
- 5.18 Contrast external marital conflict and internal marital conflict.
- 5.19 Discuss reality-oriented behavior and defense-oriented behavior as it occurs in marital conflict and adjustment.
- 5.20 Discuss how the sources of power may be used in a power struggle within marriage.
- 5.21 Identify four ways to adjust to conflict in marriage.
- 5.23 Characterize the three techniques used to resolve marital growth and achieve mutual growth.

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**Unit 6 The Stages of the Family Cycle**

**General Outcome:**

**6.0 The student shall:**

The students should be able to gain an understanding of the stages of the family cycle and that the family cycle begins with the euphoric phase known as the Honeymoon Complex. This is followed by the child-bearing phase, marriage in the middle years and the post parental phase. In contemporary society these phases are often interrupted with the one parent family mode, an outcome of the prevalence of divorce and other family dysfunctions.

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 6.1 Illustrate functions of the Honeymoon Complex and determine how these functions are achieved in different cultural and class settings.
- 6.2 Illustrate how the peer status ascribed to the newly married relationship gives way to forces of inter-role conflict and role ascription.
- 6.3 Identify the personal psycho-dynamics and social influences that break down a honeymoon dyad.
- 6.4 Identify the modes and methods of marital conflict typical of middle class society.
- 6.5 Explain the use of physical conflict in marriage.
- 6.6 Discuss the types of covert conflict indulged in by marital partners and explain the potential outcomes of such adjustment.
- 6.7 Explain how insight and mutual understanding sustains adjustment.
- 6.8 Discuss the impact of relative openness in marital communication, conflict, and spouse involvement.
- 6.9 Demonstrate how other personal and cultural agencies take the place of marriage partners and family in fulfilling needs of family members.
- 6.10 Assess and explain the findings of research relative to marital adjustment and marital happiness.

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- 6.11 Identify the differences in attitude, preference, and assessment of sexual activity, Preference and assessment of sexual activity by men and women respectively.
- 6.12 Compare the difference of normative standards and personal expectations in sexual activity afforded men and women in different cultural and class systems.
- 6.13 Identify problems developed from the accommodations to differences in needs between men and women.
- 6.14 Contrast the alternative sexual outlets allowed men and women in various cultural and subcultural settings.
- 6.15 Describe the nature of and rationale given for "swinging."
- 6.16 Explain the relationship between family size and marital success.
- 6.17 Describe how cultural, racial and social factors affect the practice of birth control.
- 6.18 Demonstrate how cultural, racial, religious, and age differences affect the use of contraception.
- 6.19 Explain the Japanese success in promoting birth control compared to the Indian failure to do the same.
- 6.20 Identify the effects of child bearing on sexual intercourse in Western cultures.
- 6.21 Review the taboos and norms controlling sex after childbirth in non-Western societies; identify the social functions of these norms and restrictions.
- 6.22 Review the differing illustrations offered by Erikson in his cultural study of childhood socialization patterns.
- 6.23 Illustrate how differences in the psycho-social developmental process reflect cultural needs.
- 6.24 Discuss the psycho-dynamics and potential dysfunction involved with defects in the resolution of psycho-social development of individuals.
- 6.25 Describe the shift in child rearing practices between middle class and lower class families.
- 6.26 Indicate the cultural changes that have fostered this shift in class' socialization practices.
- 6.27 Contrast and compare sex role attribution in American society and in the societies of other nations.

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- 6.28 Explain how social influences beyond the family and home continue to shape behavior in accordance with sex-stereotypes.
- 6.29 Identify how the activities of childhood are designed to prepare males and females for their dominant role ascriptions in society.
- 6.30 Trace the differences in terms of future role expectations that young people perceive for themselves and for those of the opposite sex and identify the points of potential conflict.
- 6.31 Discuss the nature of marriage as a developmental process.
- 6.32 Describe how major research findings characterize marital adjustment through the middle years.
- 6.33 Characterize wife dominated and husband dominated decision-making patterns and their relationship to marital satisfaction.
- 6.34 Review Rodman's research findings assessing marital power situations in different cultural settings.
- 6.35 Characterize the power of both husbands and wives in terms of status and personal resources.
- 6.36 Discuss the relationship between working wives and social factors, i.e., husband's income.
- 6.37 Review the research relative to the effect of working mothers on children.
- 6.38 Differentiate between a dual career family and a family in which the wife is working.
- 6.39 Identify the assets and liabilities incurred by women working outside the home.
- 6.40 Identify the typical post-parental patterns assumed by people in traditional societies.
- 6.41 Identify how the diminishment system has made the post-parental phase more tenuous for man in modern society.
- 6.42 Discuss the nature of limited boundaries in the modern industrial families.

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- 6.43 Characterize the nature of affection and dependence typical of people in their middle years in contemporary Western society.
- 6.44 Characterize the pattern of adjustment in contemporary American society in middle years.
- 6.45 Identify the impact of aging upon men and women respectively in modern urban society.
- 6.46 Explain and illustrate the relationships between the kinship network and generational cohorts in traditional societies.
- 6.47 Describe the contemporary kinship patterns found in modern urban societies.
- 6.48 Explain the traumas and social dysfunction relevant to widowhood.