

CATALOG INFORMATION

Dept & Nbr: CDV 180 Title: CHILD, FAMILY & COMMUNITY
Full Title: Child, Family and Community

Units	Course Hours	Per Week	Nbr of Weeks	Course Hours	Total
Max: 3.0	Lecture	3.0	17	Lecture	51.0
Min: 3.0	Lab	0.0		Lab	0.0
	Contact DHR	0.0		Contact DHR	0.0
	Contact Total	3.0		Contact Total	51.0
	Non-contact DHR	0.0		Non-contact DHR	0.0

Title 5 Category: 01 AA Degree Applic
Grading: GC Credit course for grade or CR/NC
Repeatability: 00 No repeatability allowed or defined
Also listed as:

CATALOG DESCRIPTION:

The factors affecting child rearing and the problems of families in contemporary society, including social class and ethnic subcultures.

PREREQUISITES:

COREQUISITES:

RECOMMENDED PREPARATION:

No advisories.

LIMITS ON ENROLLMENT:

SCHEDULE OF CLASSES INFORMATION:

Explore the changes in our society and the effect of these changes on the family. Learn about child-rearing practices in several contemporary cultures. Discuss the problems of families in crisis and become familiar with the services provided by agencies. (Grade or CR/NC)
Transfer Credit: CSU.

ARTICULATION and CERTIFICATE INFORMATION

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ASSOCIATE DEGREE:	Effective: FALL 1981	Inactive:
Area: B2	SOCIAL & BEHAVIORAL SCIENCES	
CSU GE:	Effective: FALL 1981	Inactive:
Transfer area: D0	SOCIAL & CRIMINOLOGY	
IGETC:	Effective:	Inactive:
Transfer area:		
CSU TRANSFER: TRANSFERABLE	Effective: FALL 1981	Inactive:
UC TRANSFER:	Effective:	Inactive:

CAN:

CERTIFICATE APPLICABLE: C CERTIFICATE APPLICABLE COURSE

APPROVAL AND DATES

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Version 01 Submitted by: PENNY WALKER Date: 06/01/1981
Department approved: Date:
Curriculum approved: 06/01/1981 Version approved: 06/01/1981
Prerequisites approved: 06/01/1981 Last reviewed: 06/01/1981
Term effective: FALL 1981 Last taught: FALL 2008 Inactive:

COURSE CONTENT

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OUTCOME AND OBJECTIVES:

1. Describe the changing view of childhood since the Middle Ages.
2. Discuss at least three ways families may be affected by changes in the 21st century.
3. Compare and contrast child rearing in the United States with one other culture.
4. Describe the effect of social class on the socialization process.
5. Describe the stages of marriage and identify one reason why divorce may occur at each stage.
6. Contrast the traditional and developmental parenting styles.
7. List at least eight characteristics of a nurturing family.
8. Describe the family dynamics of a dysfunctional family.
9. Analyze the effects of peers, school and media on socialization.
10. Explain how two local community agencies support families.
11. Evaluate current legislation affecting children and families.
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TOPICS AND SCOPE:

1. History of Childhood
2. Families and the Future
3. Cultural Differences in Child Rearing
 - a. USSR - Two Worlds of Childhood
 - b. The Kibbutz
 - c. China and Japan
 - d. Subcultures in the United States
4. Social Class and the Effects of Poverty
5. Marriage and Divorce
6. Family Influences
 - a. Traditional vs.
 - b. Developmental child rearing
 - 1) Baumrind
 - 2) Effect of values on child rearing
 - c. Nurturing families
 - d. Dysfunctional families
7. Contemporary Issues
 - a. Day care
 - b. Child abuse
 - c. Peer influence
 - d. Influence of media
 - e. School
8. Programs to Assist Families
 - a. Social Services
 - b. Volunteer agencies
 - c. Community groups
9. Legislative Process

ASSIGNMENTS:

READING ASSIGNMENTS:

From text and selected articles. Examples of appropriate periodicals from which articles may be selected are: Young Children, Newsweek, Atlantic, Time and Parents.

WRITING ASSIGNMENTS:

1. Agency report (500 words)
2. Family history, book report or research project (1,500 words)
3. Class assignments (i.e., view of the family)
4. Exams

OUTSIDE ASSIGNMENTS:

Reading, written assignments, study

ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Students will demonstrate knowledge and comprehension in exams. They will analyze, apply, and synthesize information in written assignments and exams.

METHOD OF INSTRUCTION:

Lecture, discussion, class participation, guest speakers, films

METHODS OF EVALUATION:

Assigned papers, articles and projects-50%; Midterm and final exams-50%

BASIS FOR GRADING:

The assignment of a grade is based on the level of achievement of the outcomes and objectives of the course outline and is reflected in quantifiable terms in the course syllabus.

REPRESENTATIVE TEXTBOOKS:

Child, Family and Community, Berns - Holt, Rinehart, Winston