

CHFD225

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : CHFD225 **Title :** Introduction to the American Family

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines the family during modern times. Topics include a diverse range of issues, including single mothers, fathers, disparities among families, childcare and child well-being, cohabitation, and how these trends affect American family life.

Course Scope:

This course will address both historical and modern influences on contemporary families.

Objectives

Upon successful completion of this course, candidates will be able to:

1. Distinguish between popular views of family life and the reality of life for most contemporary families.
2. Interpret the wide range of external forces that have an impact on how families look and function.
3. Explain the upheaval in modern family formation.
4. Analyze the impact of family policies on contemporary families.

Outline

Week 1:

Objectives

1. Identify the new social history of the family.
2. Discuss the traditional roles of women in the household and how they continue to shift.
3. Identify family values, multigenerational households, and the new age marriage in America.

Reading

Required Reading

- See Lessons section of the classroom.

Additional Resources

- Council on Contemporary Families. <http://www.contemporary.org>
- Kearl's Guide to the Sociology of the Family.
- <http://www.trinity.edu/mkearl/family.html>
- National Council on Family Relations. <http://www.ncfr.org>
- Child Stat. Gov. <http://www.childstats.gov>
- The National Women's History Project (NWHP). <http://www.nwhp.org>
- Genealogy and Family History Internet Web Directory.
- <http://www.academic-genealogy.com>
- Discovering American Women's History Online.

<http://digital.mtsu.edu/cdm/landingpage/collection/women>

Due this Week

Forum 1

Week 2:

Objectives

1. Explain how immigration impacted the American family.
2. Explain transnational family separation.
3. Identify how the aging population affects the American family.
4. Describe how public programs can further support the aging population.

Reading

Required Reading

- See Lessons section of the classroom.

Additional Resources

- Family Diversity Projects. <http://www.familydiv.org>
- Immigration History Research Center. <http://www.ihrc.umn.edu>
- The USCIS Website. <http://www.uscis.gov>
- Redefining Family at Colonial Williamsburg.
- <http://www.history.org/Almanack/life/family/essay.cfm>
- The Statue of Liberty. <http://www.ellisland.org>
- The Federation of East European Family History Societies. <http://feefhs.org/>
- The Library of Congress: Immigration
<http://memory.loc.gov/teachers/classroomaterials/presentationandactivities/presentations/immigration/i>
- Digital History. <http://www.digitalhistory.uh.edu/>
- Office of Population Research- Princeton University. <http://opr.princeton.edu>
- American Fact finder. <http://factfinder.census.gov>
- Population Reference Bureau. <http://www.prb.org>
- National Institute on Aging. <http://www.nia.nih.gov>
- Family Caregiver Alliance. <http://www.caregiver.org>
- National Immigration Law Center. <http://www.nilc.org>
- Women's Environment Development Organization. <http://www.wedo.org>
- Economic Opportunity Initiative. <http://www.econop.org>
- United Nations Children's Fund. <http://www.unicef.org>

Family Strengthening Policy Center. <http://www.nassembly.org/fspc>

Due this Week

Forum 2

Assignment 1 due

Week 3:

Objectives

1. Identify how the great recession affected society and the family.
2. Describe multicultural family values, and stressors that might impact diverse populations.
3. Determining the difference between race and ethnicity.

Reading

Required Reading

- See Lessons section of the classroom.

Additional Resources

- Office of Population Research- Princeton University. <http://opr.princeton.edu>
- American Fact finder. <http://factfinder.census.gov>
- Population Reference Bureau. <http://www.prb.org>
- National Institute on Aging. <http://www.nia.nih.gov>
- Family Caregiver Alliance. <http://www.caregiver.org>
- National Immigration Law Center. <http://www.nilc.org>
- Women's Environment Development Organization. <http://www.wedo.org>
- Economic Opportunity Initiative. <http://www.econop.org>
- United Nations Children's Fund. <http://www.unicef.org>
- Family Strengthening Policy Center. <http://www.nassembly.org/fspc>
- The Project on Global Working Families.
<http://www.hsph.harvard.edu/globalworkingfamilies>
- Panel Study of Income Dynamics. <http://psidonline.isr.umich.edu>
- Institute for Research on Poverty. <http://www.irp.wisc.edu>
- Institute for Women's Policy Research. <http://www.iwpr.org/index.cfm>
- The Institute for Policy Research.
<http://www.ipr.northwestern.edu/about/index.html>
- Legal Momentum. <http://www.legalmomentum.org>
- Pew Hispanic Center. <http://pewhispanic.org>
- Women's Environment Development Organization. <http://www.wedo.org>
- American Civil Liberties Union. <http://www.aclu.org>
- National Center for Children in Poverty. <http://www.nccp.org>
- National Association for the Advancement of Colored People.
<http://www.naacp.org>
- INCITE! Women of Color Against Violence. <http://www.incite-national.org>
- Women of Color Resource Center.
<http://www.coloredgirls.live.radicaldesigns.org/>
- National Council of La Raza. <http://www.nclr.org>
- Inequality.org. <http://inequality.org>
- Center for the Study of Inequality. <http://www.inequality.cornell.edu>

Due this Week

Forum 3

Week 4:

Objectives

1. Identify how poverty affects minorities.
2. Describe how divorce affects the family.
3. Explain how fathers and mothers are impacted by divorce differently.

Reading

Required Reading

- See Lessons section of the classroom.

Additional Resources

- Labor Project for Working Families. <http://www.working-families.org>
- Work/Life Family Resources.
- <http://www.opm.gov/policy-data-oversight/worklife/family-resources>
- WFC Resources. <http://www.workfamily.com>
- Bright Horizons. www.brighthouse.com
- Families and Work Institute. <http://www.familiesandwork.org>
- Employment Characteristics of Families. <http://www.bls.gov/news.release/famee.toc.html>

Due this Week

Assignment 2:

Forum 4

Week 5:

Objectives

1. Describe heterosexual attraction and mate selection.
2. Discuss changes in sexual behavior in the American society.
3. Identify recent trends in marriage.
4. Evaluate power and decision making in marriage.

Reading

Required Reading

- See Lessons section of the classroom.

Additional Resources

- Guttmacher Institute. <http://www.guttmacher.org>
- The Kinsey Institute for Research. <http://www.indiana.edu/~kinsey/>
- Sexuality Information and Education Council of the United States.
- <http://www.siecus.org>
- Info For Teens. <http://www.plannedparenthood.org/info-for-teens/>
- Bisexual Resource Center. <http://www.biresource.net>
- National Gay and Lesbian Task Force. <http://www.thetaskforce.org>
- National Coalition for Sexual Freedom. <http://www.ncsfreedom.org>
- Lesbian Herstory Archives. <http://www.lesbianherstoryarchives.org>
- Project RACE. <http://www.projectrace.com>
- The National Resource Center for Healthy Marriage and Families.

- <http://www.healthymarriageandfamilies.org>
- American Bar Association: Section of Family Law. http://www.americanbar.org/groups/family_law.html

Due this Week

Forum 5

Week 6:

Objectives

1. Discuss the impact that children have on families.
2. Evaluate the topic of domestic violence and violence in media.
3. Discuss the trend of childless families in the United States.

Reading

Required Reading

- See Lessons section of the classroom.

Additional Resources

- National Longitudinal Surveys. <http://www.bls.gov/nls/nlsresch.htm>
- Children's Defense Fund. <http://www.childrensdefense.org>
- Children Now. <http://www.childrennow.org>
- ChildStats.gov. <http://www.childstats.gov>
- Child Trends. <http://www.childtrends.org>
- The Future of Children. <http://www.futureofchildren.org>
- Pact: An Adoption Alliance. <http://www.pactadopt.org>
- Child and Family Web Guide. <http://www.cfw.tufts.edu>
- The American Surrogacy Center, Inc. <http://surrogacy.com>
- Planned Parenthood. <http://www.plannedparenthood.org>
- American Civil Liberties Union. <http://www.aclu.org/lgbt/parenting>
- Fathers.com. <http://www.fathers.com>
- National Fatherhood Initiative. <http://www.fatherhood.org>
- Fathers Network. <http://www.fathersnetwork.org>
- Family Education Network. <http://www.familyeducation.com>
- Annie E Casey Foundation. <http://www.aecf.org>
- Family Communications. <http://www.fci.org>

Due this Week

Assignment 3:

Forum 6

Week 7:

Objectives

1. Explain the causes and consequences of divorce.
2. Discuss economic factors related to divorce, remarriage and child support.

Reading

Required Reading

- See Lessons section of the classroom.

Additional Resources

- Divorce Online Network. <http://www.divorceonline.com>
- National Family Resiliency Center. <http://divorceabc.com>
- National Stepfamily Resource Center. <http://www.stepfamilies.info>
- The Stepfamily Foundation. <http://www.stepfamily.org>
- It's My Life. Family. Divorce: PBS Kids. · <http://pbskids.org/itsmylife/family/divorce/index.html>
- No Kidding! No Kidding! <http://www.nokidding.net>

The National Fatherhood Initiatives www.fatherhood.org

Due this Week

Forum 7

Week 8:

Objectives

1. Discuss topics surrounding lesbian, gay, bisexual and transgender families.
2. Evaluate the government's role in the definition of marriage, and reproductive rights.
3. Discuss the principles that should guide the development of family policy.

Reading

Required Reading

- See Lessons section of the classroom.

Additional Resources

- Family Diversity Projects. <http://www.familydiv.org>
- Unmarried Equality. <http://www.unmarried.org>
- The Williams Institute. <http://www.law.ucla.edu/williamsinstitute/home.html>
- Family Equality Council. <http://www.familyequality.org>
- Migrant Rights International. <http://migrantwatch.org>
- Human Rights Campaign. <http://www.hrc.org/>
- Families Like Ours. <http://www.familieslikeours.org>
- Gay and Lesbian Advocates and Defenders. <http://www.glad.org>
- ACF-Welfare Reform. <http://www.acf.hhs.gov/programs/ofa/welfare>
- Mathematica Policy Research, Inc. <http://www.mathematica-mpr.com>
- Moving Ideas Network. <http://www.movingideas.org>
- Center for Community Change. <http://www.communitychange.org>
- Center for Law and Social Policy. <http://clasp.org>
- Kensington Welfare Rights Union. <http://www.kwru.org>
- Urban Institute. <http://urban.org>
- NARAL Pro-Choice America. <http://www.prochoiceamerica.org>
- Harvard Family Research Project. <http://gseweb.harvard.edu/hfrp>
- Equal Rights Advocates. <http://www.equalrights.org>
- Center for Reproductive Rights. <http://www.crlp.org>
- Economic Policy Institute. <http://www.epi.org>
- The National Indian Child Welfare Association. <http://www.nicwa.org/>

- The Children’s Defense Fund. <http://www.childrensdefensefund.org>

Due this Week

Assignment 4

Forum 8

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval may not be graded. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Forum Assignments – These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Forums” link on the left side of your course screen. Please carefully read the forum prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. Late posts to the forum cannot be accepted for grading. Once the week ends, the forum ends. The grading rubric and requirements for forums can be found in the Forum section of the classroom.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web.

University Policies

Student Handbook

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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diverse, global society.

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