

SOC 110: Marriage and The Family Spring 2018

THE PROFESSOR

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Also available by appointment

COURSE DESCRIPTION

The sociological perspective on marriage and the family as social institutions. Topics include: the history of love and marriage, myths and hidden realities, kinship systems, mate selection, social class differences in marital roles and child-rearing practices, and how social change effects marriage and the family. (C-ID SOCI 130) (CSU)

STUDENT LEARNING OUTCOMES:

Upon satisfactory completion of the course, students will be able to:

- 1 Describe the historical cultural influences on love, marriage and the family.
- 2 Recognize the cultural myths that influence the understanding of marriage and the family, as well as, the hidden realities, which distort what goes on inside families.
- 3 Compare and contrast traditional and changing sex roles in terms of their impact on marital and familial behavior, and demonstrate awareness of the process of sex role learning.
- 4 Describe the singles subculture including living together, and the process of pairing and the marriage market.
- 5 Analyze verbal and non-verbal communication and conflict resolution within marriage.
- 6 Identify the causes and processes of marital separation and divorce, as well as, children's response to divorce.
- 7 Define single parenthood, remarriage and the blended family, and the divorced subculture.
- 8 Recognize the current topics and issues regarding marriage and the family.

Upon satisfactory completion of the course, students will be able to:

1. Understand that race, gender and family systems are social constructions. (ILO2, ILO3, ILO4, ILO5)
2. Demonstrate the ability to make oral presentations that are organized, rely on evidence and engage the audience. (ILO1, ILO2, ILO3, ILO4)
3. Evaluate how different sociological theories apply to particular social issues and problems. (ILO1, ILO2, ILO4, ILO5)

COURSE TEXTS/MATERIALS

Lauer, Robert H. and Lauer, Jeanette 2011. *Marriage and Family: The Quest for Intimacy* 8th. Boston. McGraw ISBN 978-0-07-811162-4

Other reading materials will be posted on Canvas and/or distributed during class. **Stapler: Yes, you read correctly! Invest in a small stapler. Your work won't be accepted unless the pages are stapled together.

ESSENTIAL REQUIREMENTS FOR THIS COURSE

- Curiosity about social life and an open mind.
- Participate to your fullest ability and in diverse ways.
- Work hard and strive to improve.
- Be respectful of others, yourself, and the professor.

WHAT YOU SHOULD EXPECT FROM ME

- Understand your needs as students.
- Be available, on time, and motivated to help you learn.
- Create clear and engaging class sessions.
- Grade your work with respect and with the highest academic standards.

HOW THIS COURSE IS ORGANIZED

The class will consist of lectures; however, we will be spending more time in discussion groups and “seminar-like sessions.” You are expected to read and come to class prepared to discuss major themes, concepts, and issues to provide valuable feedback.

Discussions, exercises and demonstrations, debates, small group work, paired work, in-class writing assignments, lectures, and reading will be used to explore the major course themes.

COURSE REQUIREMENTS

Grading Based	Total Points	Grading Scale
Quizzes (5)	100	A 500-450 points
Papers (4)	180	B 449-400 points
Participation	100	C 399-350 points
Reflection Journal Midterm	50	D 349-300 points
Reflection Journal Final	50	F 299 and below
Total Points	500	

Participation (100 Points). Research shows that people learn better when they are actively involved in the learning process. Participation is not just showing up to class. So, **what counts towards participation?**

Engaging in in-class activities and lectures. For example, asking questions, answering questions, providing feedback, sharing experiences, and of course paying attention in class. While introductory courses often utilize a textbook to guide students through the course, for this course the lectures, in-class activities, and short in-class assignments will provide the framework for the course. You should plan to attend all classes in order to receive participation points. There are no make up for in-class activities.

Think of it this way: You are starting the semester with a solid “A” in participation. For each absence, excessive late arrivals (more than 3), talking out of turn, disturbing the class, texting, “facebooking”, snapchatting, etc.. You will lose participation points.

You are expected to read before coming to class. In order to be an active participant in the classroom, you must come to lecture and section prepared--even if being prepared means simply having questions about what was utterly confusing to you in the readings! I understand that outside responsibilities and the need to "have a life" often get in the way of finishing your reading.

Papers. You will write 4 short papers. Paper 1 worth 30 points, Paper 2 worth 40 points, Paper 3 worth 50 points and the final paper will be worth 60 points. You will receive an assignment guide and plenty of help so that you write an excellent paper. Please follow the class calendar for due dates. Papers are due at the beginning of class, if you arrived 15 minutes late **I WILL NOT** accept your paper. Please print ahead of time and if you know you will not make it on time e-mail me the paper before class begins. If you e-mail your paper 15 minutes after class start it will be consider late.

Note: Each student's capacity to read, write, and take notes at a college level is assumed. In addition your written work will be graded not only for mastery of course materials, but for clarity, structure, and presentation (e.g., syntax, style and precision of expression, spelling, punctuation, etc.). The Writing Center has been established especially to assist students with writing projects. Contact them early for help with your assignment.

Quizzes 5 @ 20 Points Each: Scheduled exams will ensure that you are on top of your readings and pay attention to class discussion. They will be multiple-choice format with short essay questions. There are no make-ups, if you are late you **will not** be allow to take the exam. If you have a valid excuse, I *may* consider scheduling a make up. Scantrons, Green Books, and pencil will be required.

Reflection Journal (50 points total)

During the semester, you are to keep a reflection journal. I will be reviewing your journal; however, the journal is for you, so record that which will be most helpful to you in the exciting but difficult journey of family life. You are encouraged to share fun stories, inspirational thoughts, connections, and insights you've had during the course, commitments or cautions to yourself, hopes, dreams, goals, a family mission statement, key principles, or prophetic counsel on marriage and family life. The important thing is that the journal becomes an important learning tool to you as a spouse, a parent, son, daughter and a family member. If your journal appears to be busywork rather than a valuable learning tool, points will be deducted.

Write in your journal weekly. For example if you thought a concept or discussion in class was eye opening you can take time after class to write about this. Be creative in how you organize your journal; however, make sure it is well organized with key principles or concepts easy to identify.

I will grade this assignment near the midterm period and then once again near the end of the semester. Grading will be based on the following criteria:

- Entries are recorded on a regular (at least weekly) basis.
- The entries are genuine and personalize.
- The journal is focused on the identification and application of class material.
- In-depth thoughts and insights are recorded.
- Connections from reading, class discussions, and other courses were integrated into journal entries.
- The journal is typed, neat, and well organized. One is able to quickly identify key principles and concepts.
- Bullets, headings, empty space between sections, etc. were used to organize the journal.

Extra Credit. You will have opportunities to earn extra credit throughout the course. I will announce extra credit opportunities during class **only!** If you are absent you will miss the announcement. You can ask your classmates for help but do not ask me, as I will not repeat it for you.

OTHER IMPORTANT ISSUES

Attendance. The instructor as of the first official meeting of that class will drop a student who fails to attend the first meeting of a class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details. Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Late work will not be accepted. Exceptions will be made only in cases of severe and documented hardship. You must contact me *as soon as* you realize you will not be able to get an assignment in on time. I will review the legitimacy of your petition and decide whether to accept the late work.

The usual rules of classroom etiquette apply.

Late arrivals to class are strongly discouraged. If a late arrival is unavoidable, please enter as quietly and as unobtrusively as you can so that you do not disturb your fellow classmates. If it starts to become a habit (e.g., more than 3 late arrivals), you will lose points off your participation grade.

Mentally "checking out" of class in this way will make it difficult to do well in the course. In addition, I will find it highly annoying. I will sanction such behavior by taking points off your participation grade. Do not plan to use time in class plan your weekend, do homework for other classes, write letters, **sleep**, flirt, **text message friends**, or snapchatting, facebooking, instagraming, etc... If you have a pressing need to do these things during scheduled class time, do yourself, your classmates and me a favor: do not come to class.

"R-E-S-P-E-C-T, find out what it means to me." Classroom discussion should remain civil. We are here to learn from each other. It is difficult to learn from someone who is yelling at you, rolling her/his eyes, grumbling under his/her breath, ignoring you, interrupting you, or engaging in other dismissive behaviors. I do not expect that any of us will be tempted to behave so rudely but it doesn't hurt to spell out that these things are out-of-bounds in the classroom.

You are expected to read before coming to class. In order to be an active participant in the classroom, you must come to lecture and section prepared--even if being prepared means simply having questions about what was utterly confusing to you in the readings! I understand that outside responsibilities and the need to "have a life" often get in the way of finishing your reading. For this reason, I have tried to choose readings that are interesting and to assign a reasonable number of pages per week.

How to use office hours. I enjoy office hours because it is time devoted to working with students one-on-one or in small groups. Examples of how students use office hours are: asking questions about the paper assignments, bringing in paper drafts or just ideas for your paper, sharing personal examples that relate to the class, complaining about something not going well in our class, clarifying your status in class, telling me what learning styles work for you, getting feedback from wanting to know about graduate school, wanting to know about other sociology classes, and wanting to know about career options with a soc major. As you can see, every one of you has a good reason to come to office hours!

Some of the least effective ways to use office hours is asking "what happened in class" because you missed – if this is the case, get the notes from a classmates and come to me with specific questions and comments.

I am here to help you. If you have outside responsibilities or other potential barriers to completing the work for this course, please come talk to me as soon as possible. **Do not wait until it is too late to get help.**

Campus Rules and Information

Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. You will lose participation points if I need to ask you to put away your phone more than twice.

Food and Drinks are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.

Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service

Additional Support Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSP&S)

If you have any disability, either temporary or permanent, which might affect your ability to participate fully in the course, please let me know right away. We can figure out what accommodations will be necessary to provide for equitable participation. Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to

monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Spring 2018 Introduction to Sociology Class Calendar

Date or Week	Topic	Reading and Due Dates
Week 1 February 12/14	Syllabus & Introduction Marriage and Family in America: Needs, Myths, and Dreams	Read syllabus Reading Chapter 1
Week 2 February 19/21	<i>February 19 HOLIDAY!</i> Marriage and Family in America: Needs, Myths, and Dreams cont.	Read Chapter 1
Week 3 February 26/28	Diversity in Families	Read Chapter 2
Week 4 March 5/7	Gender Roles: Foundation for Intimacy Quiz 1	Read Chapter 3 Paper 1 Due 3/7/18
Week 5 March 12/14	Sexuality	Read Chapter 4
Week 6 March 19/21	Seeking Intimate Relationships: Getting Involved	Read Chapter 5
Week 7 March 26/28	Falling in Love Quiz 2	Read Chapter 6 Paper 2 Due 3/28/18
Week 8 April 2/4	<i>Enjoy Spring Break!</i>	
Week 9 April 9/11	Selecting a Life Partner	Reach Chapter 7 Journal Midterm Due 4/11
Week 10 April 16/18	Getting Married Quiz 3	Read Chapter 8
Week 11 April 23/25	The Challenge of Communication	Read Chapter 9
Week 12 April 30- May 2	Power and Conflict in Marriage	Read Chapter 10
Week 13 May 7/9	Work and Home Quiz 4	Reach Chapter 11 Paper 3 Due 5/9/18
Week 14 May 14/16	Becoming a Parent	Read Chapter 12
Week 15 May 21/23	Family in Crisis	Reach Chapter 13
Week 16 May 28/30	<i>May 28 Holiday!</i> Separation and Divorce	Read Chapter 14 Journal Final Due 5/30
Week 17 June 4/6	Remarriage and Stepfamilies Quiz 5 (Chapters 11, 12 & 13)	Read Chapter 15 Paper 4 Due 6/6/18

NOTE: This course outline should be considered tentative since some minor changes may be made according to the needs of class, changes will be announce during class.