

SOC 110: Marriage and The Family Spring 2019

BRACE YOURSELVES



PROFESSOR

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Student hours: Mondays and Wednesdays 8:30 am to 9:30 am

Tuesdays and Thursdays 1pm to 1:30 pm

Online: Monday through Thursdays 1 pm to 3:30pm.

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 TEXTBOOK

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.

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 traditional lectures; however, I strongly believe that we learn best when we are engaged in the learning process, therefore you will be spending a lot of class time in group discussions, exercises, debates, small group work, paired work, in-class writing assignments, among other activities. You will be expected to participate in all activities.

COURSE REQUIREMENTS

Grading Based	Total Points	Grading Scale
Quizzes (4) @ 25 Points Each	100	A 500-450 points
Papers (3) @ 40 Points Each	120	B 449-400 points
Participation Points	100	C 399-350 points
Reflection Journal Midterm	40	D 349-300 points
Reflection Journal Final	40	F 299 and below
Final Presentation	100	
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?** showing up regularly and on time, being respectful and sincere in your role as a co-learner, reading carefully, engaging in informed discussions and contributing to the community and student group work. This includes:

- a. Participation in the group discussions and activities
- b. Showing up to class regularly and on-time
- c. Being prepared for every class, having completed the readings
- d. Being attentive and engaged (Note: I love to see students offering ideas and posing questions; however, it's just as important to be mindful of what's taking place in class, rather than feeling that you must speak during every class period.)
- e. Participating fully in the reflective response writing, paired readings and activities.

- f. Refraining from using and keep your mobile phone and laptop computer out of site during class time (See my policy at the end of the syllabus.).

Think of it this way: You are starting the semester with a solid “A” (100 points) in participation. For each absence, excessive late arrivals, talking out of turn, disturbing the class, using your phone in class, missed assignments, you will lose participation points.

Papers: You will write 3 short papers. 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.

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 specially to assist students with writing projects. Contact them early for help with your assignment.

Quizzes 4: Scheduled on-line quizzes 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 for missed exams. If you have a **valid excuse**, I *may* consider scheduling a make-up.

Reflection Journal: During the semester, you are to keep a reflection journal. I will be reviewing your journal throughout the semester; however, the journal is for you. If you have kept a journal you are familiar with the process, if you have never done this you will get to experience. A journal will help you keep a record that 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 lectures, class activities, videos, etc. You can write about commitments or cautions to yourself, hopes, dreams, goals, a family mission statement, key principles, or just reflection on your current 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.

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. You should date each entry.
- 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, or neatly handwritten, 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.

If your journal appears to be busywork, poorly written, done last minute, rather than a valuable learning tool, points will be deducted.

Group Project (100 Points). Students will have the opportunity to work in groups for a final project that will be presented to class. As a group student will conduct research and create a formal presentation to educate. Do not stress as I will provide a guide and support.

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.

Absences and Late Arrivals: Most of us are occasionally absent or late to class. This is understandable and acceptable. However, when this becomes a regular occurrence, it can be disruptive to the flow of the class and the learning community. To reduce this problem, I will keep track of attendance. My policy is straight forward: come to class or your grade will be reduced. To account for illnesses and other unplanned circumstances, you will be allowed two “freebies.” Two instances of being more than 15 minutes late to class will count as an absence. Talk to me if you have an emergency situation.

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 absence 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.

“**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.

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 sociology 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.**

Additional Campus Rules and Information

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.

Class Calendar

Date or Week	Topic/Chapters	What's due?
Week 1 February 11/13	Syllabus & Introduction	Read syllabus
Week 2 February 18/20	<i>February 18 HOLIDAY!</i> Marriage and Family in America: Needs, Myths, and Dreams	Read Chapter 1
Week 3 February 25/27	Marriage and Family in America: Needs, Myths, and Dreams	Read Chapter 1
Week 4 March 4/6	Diversity in Families	Read Chapter 2 Quiz # 1 by 3/8/19
Week 5 March 11/13	Gender Roles: Foundation for Intimacy	Read Chapter 3
Week 6 March 18/20	Sexuality	Read Chapter 4 Paper 1 Due 3/24/18
Week 7 March 25/27	Seeking Intimate Relationships: Getting Involved	Read Chapter 5 Quiz # 2 4/5/19
Week 8 April 1/3	Falling in Love	Read Chapter 6
Week 9 April 8/10	Selecting a Life Partner	Read Chapter 7 Paper 2 Due 4/14/19
Week 10 April 15/17	Getting Married Journal Midterm Review bring your Journal 4/17/19	Read Chapter 8 Quiz # 3 4/19/19
April 22/24	SPRING BRAKE!!!!!!	
Week 12 April 29- May 1	The Challenge of Communication	Read Chapter 9
Week 13 May 6/8	Power and Conflict in Marriage Work and Home	Read Chapter 10
Week 14 May 13/15	Becoming a Parent	Read Chapter 12 Paper 3 Due 5/15/9
Week 15 May 20/22	Separation and Divorce Family in Crisis	Reach Chapter 13 Quiz # 4 5/24/19
Week 16 May 27/29	<i>May 27 Memorial Day Holiday!</i> Final Group Presentations	<i>Journal Final Due 5/29/19</i>
Week 17 June 3/5	Final Group Presentations	

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