

Santa Rosa Junior College
SOC-10, 6093: Relations & Family Life
Spring 2017
M/W 1:30 – 3:00
[1678 Emeritus Hall, Santa Rosa Campus](#)

Instructor: Dr. Daniel Morgan

Meeting with me outside of class (aka office hours):

- ***In person office hours:*** Wednesday, 11:00 AM – 11:50 AM, by appointment.

Office location: Emeritus #1542

- ***By telephone:*** Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.
- ***By e-mail:*** dmorgan@santarosa.edu

Course Description

An examination of current trends related to forming and sustaining relationships as well as issues of family life. Emphasis placed on the influence of society and the challenges that contemporary couples and families face over their lifespans.

Recommended Prerequisites: Eligibility for ENGL 1A or equivalent.

Textbook: SOCIOLOGY of the Family. Ron Hammond, Paul Cheney, Raewyn Pearsey, 2015. This is an online textbook, at no cost to students:

http://freesociologybooks.com/Sociology_Of_The_Family/01_Changes_and_Definitions.php

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Identify and explain the essential concepts, theories, and research methods used in Sociology to analyze relationships and family life.
2. Critically assess viewpoints and proposed solutions to challenges in marriage and the family.

Course Objectives

Upon completion of this course, students will be able to:

1. Compare and contrast theoretical perspectives used in the analysis of relationships and family life.
2. Apply research methods to the study of issues affecting relationships and families.
3. Describe trends in households, marriages, and family forms today.
4. Examine the historical development of family as a complex social institution.
5. Discuss gender roles and their impact on relationships, marriage, and family life over the lifespan.

6. Explain how social status factors such as ethnicity, race, and class shape patterns in relationships and family life.
7. Explain psychological and social theories of attraction, love, and mate selection today.
8. Identify the elements of successful couples' communication.
9. Critically assess issues affecting parent-child relationships.
10. Analyze developmental issues of families in middle and later life.
11. Explore sexuality and reproduction, including how they are affected by societal values and expectations.
12. Evaluate the impact of separation and divorce on adults and children.
13. Analyze the challenges and rewards of remarriage and stepfamilies.

Grading:

The following grade percentages will be used	Grade
90-100	A
80-90	B
70-79	C
60-69	D
<60	F

Methods of Evaluation/Basis of Grade

Writing	35%
Problem Solving	10%
Quizzes/Exam	45%
Class Participation	10%

Points	Assessment
50 points	Mid-Term Exam Multiple Choice and Essay
75 points	5 Reflection Papers (15 points each)
25 points	Class Participation, Collegiality
100 points	Final Exam
250 points:	TOTAL COURSE POINTS

EXPLANATION OF GRADED COMPONENTS

Class Participation: Class attendance is required, cumulative, and is calculated into your final participation grade. Missing the first two class periods, missing two class periods in a row, or missing a total of more than three class meetings without exceptions stated in the SRJC attendance policy (Appendix A), are grounds for a student being dropped from the course.

Class participation includes being present and on time for class, participating in discussions, and listening intently and respectfully to others. Everyone has varying degrees of confidence, language facility and knowledge. Each of us can make a contribution to class.

Rationale:

1. Class participation promotes understanding of course material, concepts and terminology.
2. Class participation allows us to better understand one another, our cultures and values.
3. Attendance and participation promotes student engagement with other students, adding value to the learning.
4. Class participation promotes faculty/student engagement in the class.

Reflection Papers: There are five reflective papers assigned to this course, relevant to course content that we are covering at that particular time. Reflection papers will be 1 -2 pages in length, double spaced. Include an additional cover page. No reference page is required. Reflection papers will be graded according to the rubric found in Appendix C.

Rationale:

1. Reflection papers allow you to think more deeply and consciously about your actions or behaviors surrounding a particular part of your life or experience.
2. Writing reflective papers allows you to develop expertise in understating the sociological imagination.
3. Writing a reflective paper will help you to study for the quizzes and the final exam.

Quizzes: Quizzes are based upon the readings, major themes, concepts and course terminology. Class discussions and homework assignments are designed to prepare you for the quizzes. For the most part, the quizzes consist of multiple choice questions, though short-answer and essay questions may be used for some quizzes. You may use your notes, textbook and other resources for all quizzes. Bring a pencil with an eraser for best results.

Rationale:

1. Studying for quizzes engages students with course material and with one another.
2. The quiz-taking process affirms accuracy of course terminology.
3. Quizzes are used as learning tools as well as learning assessments.

Final Exam: The final exam is cumulative, and incorporates material from the entire course.

Rationale:

1. Studying for an exam engages students with course material.
2. The exam-taking process affirms accuracy of course terminology.
3. Exams are used as learning tools as well as learning assessments as you prepare for upcoming courses.

I do not accept late assignments, and quizzes may not be taken past the due date and time. Manage

your time accordingly, familiarize yourself with Canvas and avail yourself of available technology. If a quiz or reflection paper is not in Canvas by the time that it is due, it does not exist.

Access for Students with Disabilities

It is the policy of the Sonoma County Junior College District to provide equal educational opportunities for students with disabilities in accordance with state and federal law and regulations including the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title 5 of the California Administrative Code. Pursuant to Title 5, the District has developed the Disability Resources Department to assist students with disabilities in securing appropriate instruction, academic accommodations and auxiliary aids. It is the intent of the District that such individuals be served by regular classes and programs whenever possible. To that end, students with disabilities shall be admitted to courses and programs and matriculate through such courses and programs on an equal basis with all other students. To ensure equality of access for students with disabilities, academic accommodations and auxiliary aids shall be provided to the extent necessary to comply with state and federal law and regulations. For each student, academic accommodations and auxiliary aids shall specifically address those functional limitations of the disability, which adversely affect equal educational opportunity. When the severity of the disability of an otherwise qualified student precludes successful completion of a course required for graduation from SRJC, despite an earnest effort on the part of the student to complete the course and despite provision of academic accommodations and/or auxiliary aids, a course substitution or waiver of the course requirement shall be considered.

The District will maintain specific criteria and procedures to implement this policy.

Academic Integrity Statement

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

Projected Schedule

Week 1: Jan. 18	Get to Know One Another, Review Syllabus & Schedule
Week 2: Jan. 23 & 25	Chapter 01 - Introduction: Changes and Definitions http://freesociologybooks.com/Sociology_Of_The_Family/01_Changes_and_Definitions.php

Week 3: Jan. 30, Feb. 1	<p>Chapter 02 - Studying Marriage and Families http://freesociologybooks.com/Sociology_Of_The_Family/02-Studying_Marriage_and_Families.php</p> <p>REFLECTION PAPER 1 DUE in Canvas by 11:59 PM Friday</p>
Week 4: Feb. 6 & 8	<p>Chapter 03 - Sociological Theories of the Family, Family Systems, and Boundaries http://freesociologybooks.com/Sociology_Of_The_Family/03_Sociological_Theories_Of_The_Family.php</p>
Week 5: Feb. 13 & 15	Review Chapters 1 – 3; Classroom Exercises
Monday, Feb. 20: Washington's Day Holiday	
Week 6: Feb. 22	<p>Chapter 04 - Gender and Socialization http://freesociologybooks.com/Sociology_Of_The_Family/04_Gender_and_Socialization.php</p> <p>REFLECTION PAPER 2 DUE in Canvas by 11:59 PM Friday</p>
Week 7: Feb. 22, March 1	<p>Chapter 05 - Love and Intimacy http://freesociologybooks.com/Sociology_Of_The_Family/05_Love_and_Intimacy.php</p>
Week 8: March 6 & 8	<p>Chapter 06 - Communications and Connections http://freesociologybooks.com/Sociology_Of_The_Family/06_Communications_and_Connections.php</p>
Week 9: March 13 & 15	<p>Prepare for Mid-Term Exam</p> <p>MID-TERM EXAM</p>
SPRING BREAK MARCH 20-26	
Week 10: March 27 & 29	<p>Getting Caught Up: Where Are We Now?</p> <p>REFLECTION PAPER 3 DUE in Canvas by 11:59 PM Friday</p>
Week 11: April 3 & 5	<p>Chapter 07 - Sexual Scripts http://freesociologybooks.com/Sociology_Of_The_Family/07_Sexual_Scripts.php</p>
Week 12: April 10 & 12	<p>Chapter 08 - Dating and Mate Selection http://freesociologybooks.com/Sociology_Of_The_Family/08_Dating_and_Mate_Selection.php</p>

Week 13: April 17 & 19	<p>Chapter 09 - Marriage and Other Long-Term Relationships http://freesociologybooks.com/Sociology_Of_The_Family/09_Marriage_and_Other_Long-Term_Relationships.php</p> <p>REFLECTION PAPER 4 DUE in Canvas by 11:59 PM Friday</p>
Week 14: April 24 & 26	<p>Chapter 10 – Parenting http://freesociologybooks.com/Sociology_Of_The_Family/10_Parenting.php</p>
Week 15: May 1 & 3	<p>Chapter 11 - Family Resources & Economics http://freesociologybooks.com/Sociology_Of_The_Family/11_Family_Resources_&_Economics.php</p>
Week 16: May 8 & 10	<p>TYING UP LOOSE ENDS</p> <p>REFLECTION PAPER 5 DUE in Canvas by 11:59 PM Friday</p>
Week 17: May 15 & 17	<p>Review Previous Assignments, Prepare for Final Exam</p>
FINAL EXAM: Monday, May 20, in Canvas	

Appendix A: SRJC Attendance Policy



8.1

.5P ATTENDANCE

REQUIREMENTS ADOPT: APRIL

10, 2012

CATEGORY 3 REVISION: FEBRUARY 11, 2014

TITLE 5: 58004

Federal Executive Order 13607

SRJC Policy 8.2.10

A. Attendance

1. Students are expected to attend, and in the case of online classes, participate in, all sessions of the course in which they are enrolled.
2. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.
3. With advanced notice and appropriate documentation, members of the U.S. Military Armed Services and Reservists shall have their absences accommodated due to service obligations provided that satisfactory academic progress is being made prior to suspending their studies. For the purpose of this policy, a student is making satisfactory academic progress so long as, at the start of the absence, the student has the potential to pass the class after completing the remaining assignments.
4. Specific courses may have stricter requirements based on professional certification mandates or curricular situations in which absences will severely compromise the learning for other students (such as team or performance ensemble courses). *These stricter requirements shall be stated in the course syllabus.*

B. Nonattendance

1. Students who fail to attend the first class meeting may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the first day of the class may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester; for short-term classes, the first day will be specified in the schedule of classes.
2. Instructors are required to drop all No-Show students immediately following the second class meeting. A No-Show is an enrolled student who has not attended any class meeting of the course. For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.

C. Excessive absence defined

1. Instructors shall state in each course syllabus what constitutes excessive absence for that course.
2. Any student with excessive absences may be dropped from the class.

D. Excused and unexcused absences

1. Unless state or federal law, including Executive Orders, requires that the absence be deemed excused, no instructor shall be required to make a distinction between excused and unexcused absences.
2. If instructors wish to distinguish between excused and unexcused absences, they shall state in each course syllabus all criteria for any excused absences in addition to those required by state or federal law.

Appendix B: Reflection Evaluation Criteria & Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable
Depth of Reflection (25%)	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components (25%)	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.

			the purpose of the assignment.	
Structure (25%)	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice (25%)	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.