



Santa Rosa Junior College  
SOC-10: Relations & Family Life  
Spring 2025, ONLINE

Instructor: Dr. Dan Morgan

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### 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, 2021. This is an online textbook, at no cost to students. I have uploaded PDF files for each chapter into the course, and here is a link to the online version:

[http://freesociologybooks.com/Sociology Of The Family/01 Changes and Definitions.php](http://freesociologybooks.com/Sociology%20Of%20The%20Family/01%20Changes%20and%20Definitions.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 close relationships and family life.
2. Apply sociological research methods to the study of issues affecting close relationships and families.
3. Describe the social issues surrounding cohabitation, courtship, marriage, remarriage, reproduction, same-sex marriage, separation, and divorce today.
4. Examine the historical development of family as a complex social institution.
5. Discuss gender roles and their impact on close relationships, marriage, and family life over the lifespan.
6. Discuss and examine patterns of abuse and violence in family life.

7. Explain how social factors such as ethnicity, race, social class, gender, and sexual orientation shape patterns in close relationships and family life.
8. Explain attraction, love, and mate selection from a sociological perspective.
9. Critically assess social issues and laws affecting parent-child relationships (e.g., step-parenting, same-sex parenting, changing meanings of fatherhood, etc.).
10. Assess the effect of aging on close relationships, marriages, and family life.

**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%

<b>Assessment</b>	<b>Points</b>	<b>Percentage of Final Grade</b>
<b>Weekly Discussions (10 points, 15 Weeks)</b>	150 points	37%
<b>Problem Solving Exercises (4 @ 10 points each)</b>	40 points	10%
<b>Mid-Term Quiz</b>	50 points	12%
<b>Final Exam</b>	150 points	38%
<b>Collegiality, Other Class Participation TBA</b>	10 points	3%
<b>Total Possible Points</b>	400 points	100%

## EXPLANATION OF GRADED COMPONENTS

**Discussions.** The weekly discussions are an integral part of the course. Meaningful virtual classroom discussions promote understanding of the major concepts and principles underlying the complex relationship between our society and technology. I will lead these discussions, asking questions and providing feedback to your responses. Each student will respond to the initial questions and respond to the other students in the course.

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. Discussions will be open Monday, 8:00 a.m. through **Sunday, 11:59 p.m. Santa Rosa time.** The graded discussions are not chat rooms or blogs. Use academic language as opposed to text message language or tweets. For example, "I" is a proper noun, always capitalized. Discussions will be graded according to the rubric found at the end of this course syllabus.

### Rationale:

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

**Problem Solving Exercises:** There are four problem solving exercises assigned to this course, relevant to course content that we are covering at a particular time. Responses will include course concepts and terminology and will be 1 -2 pages in length, double spaced. Include an additional cover page. No reference page is required.

### Rationale:

1. Problem solving exercises allow you to think more deeply and consciously about close relations and families.
2. Solving problems allows you to develop independent expertise in understating the sociological imagination.
3. The problem-solving exercises will help you to study for the mid-term quiz and the final exam.

**Mid-Term Quiz:** The mid-term quiz is 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.

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 Calendar

Week 1: Jan. 13 - 19	Chapter 01 - Introduction: Changes and Definitions  <a href="http://freesociologybooks.com/Sociology_Of_The_Family/01_Changes_and_Definitions.php">http://freesociologybooks.com/Sociology_Of_The_Family/01_Changes_and_Definitions.php</a>
Week 2: Jan. 20 - 26	Every family has a story – what’s yours?
Week 3: Jan. 27 – Feb. 2	Chapter 03 - Sociological Theories of the Family, Family Systems, and Boundaries <a href="http://freesociologybooks.com/Sociology_Of_The_Family/03_Sociological_Theories_Of_The_Family.php">http://freesociologybooks.com/Sociology_Of_The_Family/03_Sociological_Theories_Of_The_Family.php</a>
Week 4: Feb. 3 - 9	Chapter 04 - Gender and Socialization <a href="http://freesociologybooks.com/Sociology_Of_The_Family/04_Gender_and_Socialization.php">http://freesociologybooks.com/Sociology_Of_The_Family/04_Gender_and_Socialization.php</a>  <b>Problem Solving Exercise 1 DUE in Canvas by 11:59 PM Friday</b>
Week 5: Feb. 10 - 16	Finding Our Voices in Relationships – reading and lecture posted in Canvas
Week 6: Feb. 17 - 23	Chapter 05 - Love and Intimacy <a href="http://freesociologybooks.com/Sociology_Of_The_Family/05_Love_and_Intimacy.php">http://freesociologybooks.com/Sociology_Of_The_Family/05_Love_and_Intimacy.php</a>
Week 7: Feb. 24 – Mar. 2	Chapter 06 - Communications and Connections <a href="http://freesociologybooks.com/Sociology_Of_The_Family/06_Communications_and_Connections.php">http://freesociologybooks.com/Sociology_Of_The_Family/06_Communications_and_Connections.php</a>
Week 8: Mar. 3 - 9	Chapter 07 - Sexual Scripts <a href="http://freesociologybooks.com/Sociology_Of_The_Family/07_Sexual_Scripts.php">http://freesociologybooks.com/Sociology_Of_The_Family/07_Sexual_Scripts.php</a>  Chapter 09 - Marriage and Other Long-Term Relationships <a href="http://freesociologybooks.com/Sociology_Of_The_Family/09_Marriage_and_Other_Long-Term_Relationships.php">http://freesociologybooks.com/Sociology_Of_The_Family/09_Marriage_and_Other_Long-Term_Relationships.php</a>  <b>Problem Solving Exercise 2 DUE in Canvas by 11:59 PM Friday</b>
Week 9: Mar. 10 - 16	MID-TERM EXAM
<b>SPRING BREAK MARCH 17 - 23 – No Classes</b>	
Week 10: Mar. 24 – 30	Chapter 10 – Parenting <a href="http://freesociologybooks.com/Sociology_Of_The_Family/10_Parenting.php">http://freesociologybooks.com/Sociology_Of_The_Family/10_Parenting.php</a>

Week 11: Mar. 31 – Apr. 6	Chapter 11 – Family Resources & Economics <a href="http://freesociologybooks.com/Sociology_Of_The_Family/11_Family_Resources_&amp;_Economics.php">http://freesociologybooks.com/Sociology_Of_The_Family/11_Family_Resources_&amp;_Economics.php</a>
Week 12: Apr. 7 - 13	Chapter 13 – Divorce and Separation <a href="http://freesociologybooks.com/Sociology_Of_The_Family/12_Divorce_and_Separation.php">http://freesociologybooks.com/Sociology_Of_The_Family/12_Divorce_and_Separation.php</a>  “Uncoupling” – reading and lecture posted in Canvas  <b>Problem Solving Exercise 3 DUE in Canvas by 11:59 PM Friday</b>
Week 13: Apr. 14 - 20	Chapter 14 – Aging and Families <a href="http://freesociologybooks.com/Sociology_Of_The_Family/14_Aging_and_Families.php">http://freesociologybooks.com/Sociology_Of_The_Family/14_Aging_and_Families.php</a>
*April 20	Last day to drop a class with “W” symbol
Week 14: Apr. 21 – 27	Chapter 15 – Politics, Government, and Issues <a href="http://freesociologybooks.com/Sociology_Of_The_Family/15_Politics,_Government,_and_Issues.php">http://freesociologybooks.com/Sociology_Of_The_Family/15_Politics,_Government,_and_Issues.php</a>
Week 15: Apr. 28 - May 4	Chapter 16 – Violence and tragedies <a href="http://freesociologybooks.com/Sociology_Of_The_Family/16_Violence_and_Tragedies.php">http://freesociologybooks.com/Sociology_Of_The_Family/16_Violence_and_Tragedies.php</a>
Week 16: May 5 - 11	Chapter 18 – Rape and Sexual Assault <a href="http://freesociologybooks.com/Sociology_Of_The_Family/18_Rape_and_Sexual_Assault.php">http://freesociologybooks.com/Sociology_Of_The_Family/18_Rape_and_Sexual_Assault.php</a>  <b>Problem Solving Exercise 4 DUE in Canvas by 11:59 PM Friday</b>
Week 17: May 12 - 16	Review Previous Assignments, Prepare for Final Exam
<b>May 17 - 23, 2025 Final Exam Week</b>	

## Appendix: SRJC Attendance Policy



SANTA ROSA  
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*Building on a Legacy of Excellence*

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.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

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### 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.