

INTRODUCTION TO MARRIAGE AND THE FAMILY SYLLABUS

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Sociology 10

COURSE DESCRIPTION: This looks at the family, its structures, and functions. There is an emphasis on the sociological theory and research on marriage, kinship systems, components of mate selection, intimate relationships, and child-rearing practices. The family is examined in historical perspective and in relation to social change.

STUDENT-LEARNING OUTCOMES:

- 1) Apply the three main sociological theories to examples of the various issues affecting marriage and the family both historically and in contemporary American society.
- 2) Identify whether issues related to marriage and the family are private or public issues.
- 3) Evaluate social research on marriage and the family.
- 4) Identify current research methods that are utilized for the investigation of issues affecting marriage and the family.
- 5) Identify and evaluate gender socialization and gender norms/expectations as they relate to marriage and the family.
- 6) Compare and contrast the family structure historically and in present day society.
- 7) Compare and contrast cultural expectations and pressures involved in singlehood, interpersonal attraction, marriage, and the family.
- 8) Identify and evaluate issues of family conflict, divorce, and remarriage.
- 9) Identify the historical and current trends that affect racial/ethnic minority families.

GOALS:

- 1) Explain how and why the institution of marriage and family interacts and reacts to the larger society.
- 2) Utilize class concepts to support your opinions about marriage and family issues.
- 3) Describe key concepts in each unit and make connections between the concepts in different units.
- 4) Use sociological theories and concepts about marriage and family to analyze critically a family in the media.

READINGS:

- 1) **Text:** Marriages & Families Changes, Choices, and Constraints 7th edition, 2011, Nijole V. Benokraitis ISBN: 0205006736 (**Any edition is fine!**)

*You can get it at the Saddleback bookstore or online. I suggest looking for it at <http://www.dealoz.com/>

- 2) **Optional:** This is extra information that includes What Does the Media Really Teach Us about Gender, Cohabitation Agreement, and more. **See Blackboard (Handouts, Just for Fun)**

CLASS REQUIREMENTS:

- 1) **Attendance/Participation:** 30 points
 - Attendance: (20 points) Regular attendance is vital to success in this class, **Potential Test Question(s) will be Given at the Beginning of Every Class** and attendance will be taken at the end of every class. Lastly, each student can miss 1 class without any penalty.
 - **Note 1:** If you miss class, it is your responsibility to get caught up from a classmate.

- **Note 2:** It is your responsibility to drop the class officially if needed.

- **Participation:** (10 points) You can earn points by confirming the Learning Agreement See Blackboard (Assignments), and doing in class practice exercises.

2) **Discussion Board Prompts:** Each is worth 20 points See Blackboard (Discussions)

You will need to complete 2 discussion boards about some marriage and family issues. Discussion Board #1 is unique in that you get to choose to do one of two boards Option 1 or Option 2. See course outline for Discussion board dates. You will use class concepts to make arguments about the various issues. More details are available on blackboard.

3) **Exams:** Each is worth 40 points

- There will be 1 midterm and 1 final, each worth the same amount. There will be multiple-choice questions and short answer questions. Study guides will be posted 2 weeks before each exam.

4) **Family in the Media Paper:** 50 points See Blackboard (Assignments)

- This is a chance for you to apply what you learned this semester to make a critical argument about a family in the media, of your choice. The family must be one nobody is in the class is doing. Thus, the family in the media will be picked using a sign-up sheet in Blackboard that is first come first serve basis. See the course outline for sign-up dates.
- More write-up details are available on Blackboard.

5) **Extra Credit Media Clips Board:** 2 Points Each (4 Points Max) See Blackboard (Discussions)

- You can earn this by posting a link to an online video clip or article with an explanation of how it relates to something in lecture on the Extra Credit Video clip discussion board. Your clip or article cannot be something shown in class or already posted by somebody else on the forum.

Grading Summary

Class Participation	30 points	15%
Discussion Board Prompts	40 points	20%
Ethnic Families Project	50 points	25%
Midterm	40 points	20%
Final	40 points	20%
	200 points	100%

Grading Scale

A = 180 - 200 points	90 - 100%
B = 160 - 179 points	80 - 89%
C = 140 - 159 points	70 - 79%
D = 120 - 139 points	60 - 69%
F = 119 & below	59% & below

GRADING POLICY:

- **Late Papers and Assignments:** Varies by assignment. See Blackboard.
- **Redoing Assignments:** Under **NO** circumstances can you redo any assignment; it would be unfair to others.
- **Make-up Exams, Extensions, or Taking an Exam Early?:** None of these are an option.
 - There is another option that I give **ONLY** for excused absences, which must include **DOCUMENTED** illnesses (doctor's note required, if you do not have a doctor you can go to the Student Health Center) or emergencies (i.e. accidents with a police or emergency room report).
 - I must approve these before we can discuss another option.

- If I do not approve you the other option, you will receive a zero on the exams. Remember oversleeping or a family vacation will not be approved.
- **Grade Begging:** This entails asking for a special exception to be made for you that is not outlined in my grading policy. **Grade begging is not allowed in this class.** Remember, grades are earned in this class and there is no excuse that can justify being given a grade that was not earned. Grade begging emails will receive a standard cut and paste reply from my grading policy one time and further grade begging emails will not receive a response.
- **Borderline Grades:** If a student receives a % grade that has a 9 with some decimals trailing it, I will round your grade up **ONLY IF THE STUDENT HAS AN ATTENDANCE RECORD HIGHER THAN THE CLASS AVERAGE.** Thus if you have not done this I will not be able to round your grade up even if it ends with 9.99999. If a student has a score that ends with a 9 with no decimals, you will not be considered for a grade round up, no exceptions.
- **Special Needs:** If you have a special need, you should contact the Special Services Center (949-582-4833). Their staff will assist you =).

STUDENTS' RESPONSIBILITIES:

- **Opinions Welcome and Encouraged:** This class will be a safe place where you can share their opinions and ask questions without fear of reproach. I feel so strongly that you share your opinions in class that I will not share mine. Multiple viewpoints (I never say what my view on them is) in class and you can choose what you believe for yourself.
- **Create a Respectful Environment:** Since you are safe to share **ANY** viewpoint, you would like as long as it is done in a respectful manner. I have a zero-tolerance policy towards racist, sexist, and/or homophobic language (You can share views that would be considered any of these in non-offensive language).
- **Cell phones & Texting:** Cell phones need to be shut off in the classroom. They are disrespectful to other students. So make sure these devices are turned off **BEFORE** entering the class. If you have a **JUSTIFIABLE** reason for having one on, come see me before class and we will work something out.
- **Avoid distracting behavior:** To make this a learning environment that is a productive learning environment it is important that you avoid distracting behavior (i.e. talking during lecture, text messaging, surfing the web on laptops, arriving late, leaving early, writing notes, cell phone use, and anything else that might bother you or someone around you). Since many students (and instructors) are distracted by such behaviors, “violators” may be removed from class and referred to the Dean of Students.
- **Academic Dishonesty:**
 - This is a serious offense and **no excuses** for such actions will be accepted. Any form of academic dishonesty that occurs will result in the following: A zero on the assignment, an academic dishonesty report, sent to my dean, and the vice president of student services (this office may choose to take further action and that will solely be up to them to decide), it will be put on a permanent record.
 - Thus, **it is your responsibility** to know what qualifies as academic dishonesty, see the following link for a detailed outline of what it is
<http://www.saddleback.edu/la/ActsofAcademicDishonesty.html>
- **Learning from Each Other:** I truly believe that learning is a two-way street. You will not only learn from me, but more importantly I will learn from you!
- **Have Fun:** This class will be very hands-on. By participating fully in class activities and discussions, it is my hope that you will enjoy our exploration of sociology.

READING AND LECTURE PREPARATION:

- **Reading as Preparation for Lecture:** In an effort to accomplish objectives, please come to each class prepared, having read the material we are covering **BEFORE** we discuss it. Lectures are intended to complement text material and will emphasize an interactive learning-centered approach. In fact, you will actually play a role in determining and developing how we assess learning in this class. In addition to this overall interactive environment, you will work in groups to further your learning of material.
- **Annotation:** Based on previous (i.e. high school) restrictions, many students are hesitant to highlight and write in textbooks. Fear not and put that thinking style behind you! Annotation is a useful strategy that facilitates learning and you may still sell back your annotated books or keep it for your own academic library.
- **Lecture Outlines:** Before each class, an abbreviated PowerPoint presentation (in PDF form) will be posted on Blackboard. You can print it out in one of two formats, 3 slides per page or 1 slide per page. Lectures are taught with the expectation that you print them before lecture and use them to take notes on or with.
- **Blackboard & Email:** Must be checked regularly, because you will be responsible for printing out class assignments, turning in assignments on time, and knowing class announcements.

EMAILING:

- **Email:** (it is your responsibility to regularly check your (Saddleback Email))
 - Before Emailing Me a Question
 - Make sure you have checked the **Syllabus** (99% of answers can be found here)
 - Emailing Me
 - **Purpose of Emailing me:** Clarifying terms theories, further grade questions after reading my feedback, site glitches, etc. I am happy to help with this =)!
 - **Inappropriate Email Topics:** Asking questions that can be found in the syllabus, asking me to tell you what you missed when you were absent, telling me you were absent or will be, grade begging emails, etc.
 - **Do Not Forget to Include in All Emails:**
 - In the subject line: your ticket number
 - Sign the email with your full name so I can know who it is =).

TROUBLESHOOTING:

- **Student Help Page:**
 - <http://www.saddleback.edu/de/student-technical-support/>
 - <http://www.socccd.edu/help/login.htm>
- **Campus Support:**
 - Phone Number: 949-582-4357
 - Email: scstudenthelp@saddleback.edu
 - Website: <http://www.saddleback.edu/oe/student-resources/StudentContactforTechnicalSupport.html>

COURSE OUTLINE

Week	Content	Readings	Assignments/Tests
WEEK 1	Introduction	<u>Benokraitis</u> : Ch. 1	○ <u>Assigned</u> : Learning Agreement
WEEK 2	Theoretical Perspectives & Family Research Methods	<u>Benokraitis</u> : Ch. 2	○ <u>Due</u> : Learning Agreement
WEEK 3	History of U.S. Families	<u>Benokraitis</u> : Ch. 3	○ Assign Discussion Board #1 Option 1: Love Stories ○ Assign Discussion Board #1 Option 2: Family, Money, & You.
WEEK 4	Gender Socialization Love	<u>Benokraitis</u> : Ch. 5 & 6 <u>Optional</u> : What Does the Media Teach us About Gender	○ <u>Due</u> : Discussion Board #1 Option 1 or Option 2 Main Post
WEEK 5	Love Con't Sexuality	<u>Benokraitis</u> : Ch. 7	○ <u>Due</u> : Discussion Board #1 Option 1 or 2 Replies ○ Assign Discussion Board #2: Who do we Pick?
WEEK 6	Mate Selection	<u>Benokraitis</u> : Ch. 10	○ <u>Due</u> : Discussion Board #2 Main Post
WEEK 7	Marriage	<u>Benokraitis</u> : Ch. 8 <u>Optional</u> : Same-Sex Couples Status	○ <u>Due</u> : Discussion Board #2 Replies
WEEK 8	Marriage Review		○ <u>Midterm</u>
WEEK 9	Families Outside the Box	<u>Benokraitis</u> : Ch. 9 <u>Optional</u> : Cohabitation Agreement	○ Assign Family in the Media Paper
WEEK 10	Transition to Parenthood	<u>Benokraitis</u> : Ch. 11	○ <u>Due</u> : Family in the Media Paper Sign-Ups Close
WEEK 11	Raising Children	<u>Benokraitis</u> : Ch. 12 <u>Optional</u> : Parenting Styles Quiz	
WEEK 12	Balancing Family & Work	<u>Benokraitis</u> : Ch. 13	○ <u>Due</u> : Family in the Media Paper in class peer review
WEEK 13	Divorce & Remarriage	<u>Benokraitis</u> : Ch. 15	
WEEK 14	Divorce & Remarriage Families in Later Life	<u>Benokraitis</u> : Ch. 16	○ <u>Due</u> : Family in the Media Paper & ○ Paper Results Activity
WEEK 15	Families in Later Life	<u>Benokraitis</u> : Ch. 17	○ <u>Due</u> : Extra Credit Clips
WEEK 16	Family Violence Con't Review	<u>Benokraitis</u> : Ch. 14	
WEEK 17			○ <u>Final Exam</u>

*Note: the syllabus is accurate to the best of my ability. I do reserve the right to modify this syllabus at anytime.