
SANTA ANA COLLEGE
DEPARTMENT OF SOCIOLOGY

Sociology 112: 94016
Relationships, Marriages, and Family Dynamics Spring 2015

INSTRUCTOR: Alondo C. Campbell, PhD
OFFICE HOURS: TTh:11:00 -12:30 VL – 211
CLASS LOCATION: VL – 208

CLASS SCHEDULE: TTh 1:00—2:25 pm
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Required Texts

Marriages, Families And Relationships Mindtap Access Card 12 Th Ed. Author Lamanna ISBN: 9781285775289

Course Description

Sociology 112 is an In-depth examination of the process of developing intimate relationships leading to committed partnerships and marriages with emphasis on effective communication techniques, understanding relationship dynamics, parenting, diverse family systems and overcoming family stressors at each life stage.

Course Objectives

1. Examine the differences between the modern family and the family of the past.
2. Assess the different types of contemporary marriages and families, and analyze how and why they have changed during the last few decades in the United States, particularly in reference to demographic, social and cultural influences.
3. Describe the scientific approach to marriage and family studies, and compare the particular forms of sociological investigation and research.
4. Analyze the functions of marriages and families in contemporary society.
5. Compare and evaluate several theoretical perspectives in the study of marriages and families.
6. Examine the role of the family in the socialization of human development, and in the transmission of culture.

Student Learning Outcomes

- A. Develop critical thinking skills by applying the basic ideas of sociology to your own personal experiences and larger social events.
- B. Accurately and clearly use course terminology and key concepts during class discussions, individual and group presentations.
- C. Evaluate the diversity of the family systems in the U.S. and compare them to worldwide
- D. Analyze family dynamics, contexts, and types of interaction in different family systems.
- E. Identify and analyze positive inter-personal relationships and key factors that contribute to their success.
- F. Examine the major areas of family dysfunction and differentiate effective strategies for intervention and improvement.

G. Recognize the extent of diversity within the U.S. family system and explain the underlying reasons these variations.

H. Analyze diverse patterns of family interactions, child rearing, and parenting. describing the changing American family structure, including the under-lying reasons for these changes.

Student Grade Evaluation

| | | |
|--|-----------------|-------------------|
| Participation | | 95 |
| Midterm Exam | | 100 |
| Written Assignment Electronic Submission | | 50 |
| In Class | | 190 |
| Exercises | (5 @ 10 points) | 50 |
| Quizzes | (9 @ 10 points) | 90 |
| Presentation | (1 @ 50 points) | 50 |
| Team Evaluation | | 5 |
| Final Exam | | 100 |
| Total Possible | | 525 points |

The grade distribution is based on the following percentages. Points may vary

| | | |
|---|-----------|-------------|
| A | 525 – 472 | 90% |
| B | 471 – 420 | 80% |
| C | 419 – 367 | 70% |
| D | 366 – 315 | 60% |
| F | under 314 | 59% or less |

Participation: includes *active listening*. I take notice of how attentive the class is when somebody has the floor. It is as important to participate by respectful interaction such as volunteering your opinion. Students can earn participation points only in-class. All students should join in class discussion. Your participation should add value to the discussion and be on topic. I will facilitate to prevent vocal students from dominating the airwaves. **No make-ups for in-class activities.**

Midterm Exam: There is one in-class midterm exam. The exam must be taken on the scheduled day it is administered in class. There are NO make-up exams without a compelling medical reason verified by a medical provider. Any make up exam is at the discretion of the instructor.

In-class Exercises: Includes video reaction papers and exercises on current events. Penmanship is essential and must be legible. An exercise may be a reaction to an assigned reading, video clip, or group activity and often includes low-stakes writing. Exercises may include team assignments.

Quizzes: Six quizzes; one on the syllabus and each other covers the weekly reading and class discussions unless otherwise announced.

Presentations: Students will form teams, complete an outside of class exercise and present findings in class.

Final Exam: regularly assigned classroom. The format for the exam is the same as the Midterm. There are no makeup exams without a documented verification of a compelling reason.

Incomplete Grade: Students seeking an “Incomplete” grade must consult with me no later than the week prior to finals. Incompletes will only be considered for unforeseeable, emergency and justifiable reasons at the end of the term, and only upon agreement of conditions for completing coursework.

Classroom Expectations and Behavior: The Students are responsible for knowing the material and announcements presented during lectures *and* recitations whether or not you attend class. Please arrange with another student for missed notes and announcements. Please do not disrupt other students’ ability to hear lectures (e.g., do not arrive late or leave early, prepared to take notes before lectures begin, do not read or talk during lecture, sit in a seat, do not begin packing your belongings before class ends).

Cell Phones: Out of consideration for others, please turn your cell phones to the silent mode. If they do not have a silent or vibratory mode, please turn them off. No texting is allowed while class is in session. These items tend to distract the other students during class discussions and activities.

Use of laptop computers in-class: This class seldom requires students to use their laptop computers in class. Laptop computers should only be used in the classroom with the permission of the instructor.

Attendance: You are required to attend class. Remember the student is responsible for obtaining all information and material when absent. The student is responsible for dropping the class. It is the instructor’s prerogative to drop students in the first two weeks for lack of attendance but the student is responsible for dropping. All email must have the class number on the subject bar.

Late arrival/early departure: Students are subjected to loss of participation points for arriving late or leaving early.

Students with Disabilities:

Your success in this course is important to me. Santa Ana College and I are committed to providing reasonable accommodations for all individuals with disabilities. If you have a disability that may have some impact on your ability to do well in this course, I encourage you to speak with me as soon as possible. Also, please contact Disabled Student Programs and Services (DSPS) so that we can all collaborate on your classroom accommodations in a timely manner. DSP&S Office in Johnson Center, U-103, or phone (714) 564-6264, TTY (714) 564-6284. The DSP&S office requires documentation of your disability in order to receive reasonable accommodations. If you do not have documentation they will work with you to acquire it. I look forward to supporting you to meet your learning goals.

Academic Dishonesty:

Academic honesty is highly valued at Santa Ana College. You must always submit work that represents your original words or ideas. If any words or ideas used in a class postings or

assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

APA Format: American Psychological Association (APA) format is required for written assignments. This website is helpful <http://owl.english.purdue.edu/>.

Course Outline

| | Date | Topic | Reading | Due | |
|----------|-------------|---|----------------|--------------|--------------|
| Tuesday | 2/10 | Course Overview | Syllabus | *Quiz | 15 |
| Thursday | 2/12 | Making Family Choices in a Changing Society | Chap 1 | | 5 |
| Tuesday | 2/17 | Exploring Relationships and Families | Chap 2 | Quiz 1 | 10 |
| Thursday | 2/19 | | | | |
| Tuesday | 2/24 | Our Gendered Identities | Chap 3 | Exercise 1 | 10 |
| Thursday | 2/26 | Form Teams | In-class | | 5 |
| Tuesday | 3/03 | Our Sexual Selves | Chap 4 | Quiz 2 | 10 |
| Thursday | 3/05 | | | | |
| Tuesday | 3/10 | Love and Choosing a Life Partner | Chap 5 | Exercise 2 | 10 |
| Thursday | 3/12 | Pink Day | | | |
| Tuesday | 3/17 | Living Alone, Cohabiting, Same-Sex Unions, and Other Intimate Relationships | Chap 6 | Quiz 3 | 10 |
| Thursday | 3/19 | Writing assignment via electronic only | Due 1:00 pm | | 55 |
| Tuesday | 3/24 | Marriage: From Social Institution to Private Relationship | Chap 7 | Exercise 3 | 10 |
| Thursday | 3/26 | | | | |
| Tuesday | 3/31 | Deciding About Parenthood | Chap 8 | Quiz 4 | 10 |
| Thursday | 4/02 | MIDTERM EXAM | Chaps 1 – 8 | | 100 |
| Tuesday | 4/07 | SPRING BREAK | | | |
| Thursday | 4/09 | SPRING BREAK | | | |
| Tuesday | 4/14 | Raising Children in a Diverse Society | Chap 9 | Quiz 5 | 10 |
| Thursday | 4/16 | | | | Presentation |
| Tuesday | 4/21 | Work, Family, and the Economy | Chap 10 | Exercise 5 | 10 |
| Thursday | 4/23 | | | | Presentation |
| Tuesday | 4/28 | Communication in Relationships, Marriages and Families | Chap 11 | Quiz 6 | 10 |
| Thursday | 4/30 | | | | Presentation |
| Tuesday | 5/05 | Power and Violence in Families | Chap 12 | Quiz 7 | 10 |
| Thursday | 5/07 | | | | Presentation |
| Tuesday | 5/12 | Family Stress, Crisis, and Resilience | Chap 13 | Quiz 8 | 10 |
| Thursday | 5/14 | | | | Presentation |
| Tuesday | 5/19 | Divorce and Relationship Dissolution | Chap 14 | Presentation | 5 |
| Thursday | 5/21 | | | | Presentation |
| Tuesday | 5/26 | Remarriages and Stepfamilies | Chap 15 | Presentation | 5 |
| Thursday | 5/28 | | | | Presentation |
| Tuesday | 6/02 | FINAL EXAM | Chaps. 9 – 15 | | 100 |
| Thursday | 6/04 | Wrap-up | | | 5 |
| | | | | | |
| | | Presentation | | | 50 |
| | | Team Evaluations | | | 5 |
| | | Total (approximate) | | | 525 |
| | | *Possibly online | | | |

NOTE: This course outline should be considered tentative since some minor changes may be made according to the needs of class. If a date or assignment needs to be changed, I will announce it in class before the date it is listed in the syllabus.