**Sociology of the Family, SOC 222**Instructor: Arfa Aflatooni, PhD.

Fall 2018    (NSH 206)        Office SSH 105

TR 10-11:20                     Office Hours: MWF 10-11, TR 1-2

or by Appointment

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My LBCC webpage:

<http://cf.linnbenton.edu/artcom/social_science/aflatoa/web.cfm?pgID=86>

**Course Description**

This course examines the state of marriage and family in the United States and the world. The  course focuses on gender roles, trends and patterns in relationships, and how relationships are formed and challenges to them (children, abuse, divorce, etc.). We will learn how to apply sociological concepts and perspectives to modern marital issues.

**Course Objectives**

* Understand the formation and evolution of relationships in the US and the world
* The structural positions of men and women both in the family and the larger society
* The problems and conflicts within the family today.
* To enhance understanding of communication in relationships

**Prerequisites**

The prerequisite for this class is **Soc 204.** However, I normally waive that for students who have taken other sociology or psychology classes at LB or other higher educational institutions.  I also highly recommend that students take **Writing 115** and **Reading 120** before taking or in conjunction with this class.

**Required Book and Connect Activities**

**Marriage and Family: The Quest for Intimacy 9th edition, by Robert Lauer and Jeanette C. Lauer. Published by McGraw-Hill.** **You will get access to e-version of this book when you sign up for this class. A Moodle course shell has been created for this course that give you access to McGraw-Hill Connect site. Please see the attached instructions. You will also find the Power Point slides on your Moodle course shell. These slides do not replace lecture notes.** They contain only a brief outline of lecture and **will not** include all information covered in class. For example, to preserve active participation, I do not include material generated in your in-class group activities. In addition, I often do class demonstrations that are not included in the slides. 

**Tests**

**There will be three in-class exams** for this class. **The three Exams are not cumulative.** The test questions will be composed of a combination of multiple choice and essay questions.

**Weekly Internet Exercises**

There will be **nine Internet exercises** that you will have to complete for this class. I have attached a list of websites that you will use to complete these exercises.  Each exercise is designed to familiarize you with a topic and resources available to address it. When you examine the topic and the site, you will need to jot down the information you have gathered from the site and then write a **one or two-page report (typed and double-spaced)** on what you have found. There is usually a question(s) that I have included after the site’s address that you can use as a starting point for your report. **You have to print out your own report and turn it in class each week (Thursday)**

**Connect Assignments**

I have selected **eleven assignments on the Connect site** that you will need to complete. These assignments will test you on the materials you read in the book and prepare you for your in-class exams. Please note that each assignment has a due date.

**Final Grade Breakdown**

**Tests: 50%**

**Weekly Internet Exercises: 20%**

**Connect Assignments: 20%**

**Class participation and activities: 10%**

**Grading Scale**

**A= 90-100 %**

**B= 80-89 %**

**C= 70-79 %**

**D= 60-69%**

**F=below 59 %**

**Classroom Environment and Policies**

(1) Come to class prepared to discuss, having finished all reading assignments.

(2) Keep notes of your reactions to works as you read. Be prepared to share these reactions when called upon.

(3) Pick a passage from the reading assignment you find particularly significant and be prepared to share it with the class.

(4) Come armed with questions. We learn by thinking critically, questioning, and getting involved.

(5) You have a responsibility to yourself, to me, and to your colleagues to be active learners. This class is not just about individual participation. It is a shared experience of inquiry. You are learning how to learn and how to be an active thinker.

(6**). Be cordial towards and respectful of your fellow students and their opinions. Do not talk or giggle when class is in session. Do not bring food and beverages to class and be on time. Please turn off all electronics (cell phones) before class unless you intend to use them for educational purposes**

(7). **Missed exams will be counted as zeros except for extraordinary circumstances. Acceptable reasons for missing an exam would include health problems, a death in the family, etc. Please note that the arrangements should be made with me before the exam. Also, those students who turn their assignments late will receive partial credit for their assignments. Make up exams are taken at Student Assessment Center RCH-111.**

(8) Class policy on plagiarism: Students who use someone else’s work as their own or copy information or ideas from outside sources without proper citations will receive an “F” for their work. Bibliographies and in-text citations are required whenever you use outside sources, including the Internet. Do Your Own Work!

(9) Students who have some type of disability or medical condition that will require them to take their tests at the **Center For Accessibility Resources** (541-917-4789) should contact me at the beginning of the term (the first week) and provide documentation from the CFAR so that I can make the appropriate arrangements with the CFAR to take their tests there.

(10) In a class of this nature, interaction and participation are very important. If you do not follow through with your end of the bargain (i.e., attending class, participating in discussions, keeping up with the reading) it is unlikely our experience together will be completely successful.

(11)  **Have a pen and pencil and notepad along with your textbook in class at all times. These are the tools of your trade as a student. Do not expect me to provide you with them!**

(12) **One more point of emphasis**: the syllabus for the course should be understood as a contract between us and I reserve the right to dismiss students from the class who do not uphold the provisions of it.

**Course outline**

**Week 1**

**Chapter 1:  Marriage and Family In America: Needs, Myths and Dreams**

**Week 2**

**Chapters 2: Diversity in Families**

**Week 3**

**Chapter 3: Gender Roles: Foundation for Intimacy**

**Chapter 4: Sexuality**

***Test # 1 Oct 16***

**Week 4**

**Chapter 5: Getting Involved**

**Week 5**

**Chapters 6 and & 7: Falling in Love and Selecting a Life Partner**

**Week 6**

**Chapters 8 and 9: Getting Married and the Challenge of Communication**

***Test # 2,  Nov 6***

**Week 7**

**Chapters 10 and 11: Power and Conflict in Marriage, Work and Home**

**Week 8**

**Chapters 12: Becoming a Parent**

**Week 9**

**Chapters 13 and 14: Family Crises, Separation and Divorce**

**Week 10**

**Chapters 15, 16:  Remarriage and Stepfamilies, Intimacy in Later years**

**Final Test: December 4, 9:30 am**

**Internet Exercises: Please turn in one a week (Thursday). Your report should not exceed two pages (1 to 2)**

**Week 1**

**Families and Living Arrangements**

[**https://www.census.gov/topics/families.html**](https://www.census.gov/topics/families.html)

**Review recent data on marriage and the family that are of interest to you. Summarize your findings. What are the major trends do you see in the data?**

**Week 2**

**Loving Day, June 12th—Celebrating Interracial Marriages**

[**http://www.lovingday.org/**](http://www.lovingday.org/)

**Were you aware of this event? Read about Loving v. Virginia. What was the importance of this legal ruling? What do think of interracial marriages?**

**Week 3**

**Children of Lesbians and Gays Everywhere (COLAGE)**

[**http://www.colage.org/**](http://www.colage.org/)

**What issues are unique to children growing up with a gay parent? What are some of the programs available to same sex parents?**

**Week 4**

**The Jealousy Test**

<http://www.my2sense.ca/tests/Jealousy/index.html>

**Take the test and calculate your score. What do think of the**

**questions, your answers and your score? Does the score**

**reflect your personality? Why or why not? Ask one of your**

**friends to take the test, and then compare your responses.**

**Week 5**

**Examine Match.com and eharmony.com**

[**http://www.match.com**](http://www.match.com/)

[**http://www.eharmony.com**](http://www.eharmony.com/)

**Identify and evaluate these commercial dating services. What kind of information is requested in order to participate? What are potential advantages and pitfalls of online dating? What do people advertise about themselves in order to find romance?**

**Week 6**

**Communication Skills Test**

[**http://www.queendom.com/tests/access\_page/index.htm?idRegTest=683**](http://www.queendom.com/tests/access_page/index.htm?idRegTest=683)

**Take the skills test and review your “Snapshot Report.” What is your score? Does the score reflect your personality?**

**Never Hit a Child—No Spanking**

**Week 7**

**Never Hit a Child—No Spanking**

[**http://www.neverhitachild.org**](http://www.neverhitachild.org/)

**Review the research (read some of the papers) and expert opinion on spanking. Compare this to your own (or friends) experience with being spanked as a child.**

**Week 8**

**Collaborative Divorce**

[**http://www.collaborativepractice.com**](http://www.collaborativepractice.com/)

**What is a collaborative divorce? How useful do you think such an approach can be in resolving conflict? Did you or your parents have a collaborative divorce if you or they went through one?**

**Week 9**

**End of Life Issues—Medline**

[**http://www.nlm.nih.gov/medlineplus/endoflifeissues.html**](http://www.nlm.nih.gov/medlineplus/endoflifeissues.html)

**What are some of the most important end-of-life issues to be aware of? How would you prepare yourself for that stage of your life?**

