



Syllabus: **SOC 127 Marriage & Family**

Course Information	
Course Prefix/Number: SOC 127-1	Credit Hours: 3
Semester: Spring 2018	Course Title: Marriage and Family
Class Days/Times: Tues/Thurs, 3:00pm to 4:15pm	Room: Main Campus, Gewkdag Son Ki, GSK 1

Instructor Information:	
Name: Curtis Peterson	Phone/Voice Mail: 520-383-0048 E-mail: cpeterson@tocc.edu Office location: Ha-Mascamdam Ha-Ki Office hours: Mon-Wed 12pm to 2pm; Tues-Thurs 1pm to 3pm

Course Description:

Introduction to the social functions of marriage and the family. Includes structures of marriages and families, relationships, marriage, and transformation of marriage.

Course Objectives:

Upon successful completion of the course, the student will be able to:

1. Identify the dynamic nature of marriages, families, and intimate relationships around the world and how they are increasingly affected by global events.
2. Discuss how to recognize, confront, and dispel prominent myths about marriages, families, and intimate relationships.
3. Describe the interactive relationships of race/ethnicity, class, gender, and sexual orientation
4. Demonstrate an informed openness regarding marriage, family, and intimate relationships.
5. Evaluate a number of essential issues facing marriages and families.

Student Learning Outcomes (SLOs) : (Three to Six)

Upon successful completion of the course, the student will be able to:

1. Identify and explain the dynamic nature of marriages, families, and intimate relationships.
2. Discuss how to recognize, confront, and dispel prominent myths about marriages, families, and intimate relationships.
3. Describe and explain how marriages, families, and intimate relationships around the world are increasingly affected by global events.
4. Describe and explain the interactive relationships of race/ethnicity, class, gender, and sexual orientation.
5. Demonstrate an informed openness regarding marriage, family, and intimate relationships.
6. Evaluate and discuss a number of essential issues facing marriages and families

Course Structure:

This course is structured in such a way that students will learn about current theories and trends in marriage and family, but also encourage the students to think of marriage and family in their personal life and (if applicable) their professional life.

The class includes lectures for content, activities for understanding, and exams to test whether information in lectures and activities are learned.

Texts and Materials:

All reading and learning material required for this course is posted on the Canvas website under this course title. Go to:

<https://tocc.instructure.com/login/canvas>

Evaluation and Grading & Assignments:

Evaluation will be based on the following three criteria:

1. Attendance and participation in the class.
2. Passing to semester-based exams and comprehensive final exam.
3. Completion of all class activities as assigned through-out the semester.

Attendance and participation (512 points, 39% of final grade)

There are 32 scheduled classes. Each class is worth 16 points for a total of 512 points. In order to get full points students must attend on time (5 points will be deducted for every 5 minutes a student is late for class) and fully participate in the class. Students who watch the course streaming must enter their name at the time they arrive, and must ask at least 2 questions throughout the class. Students who watch the archived version of the class must complete a worksheet posted with the video recorded lecture and turn it in no less than 11 days after the lecture was given.

Exams (500 points, 38% of final grade)

Exam 1	100 pts
Exam 2	100 pts
Final Exam	300 pts
Total	500 pts

Class activities (288 points, 23% of final grade)

Throughout the course students will be asked to complete an activity either in-class or during the following week. These activities will total to 288 points.

Himdag Cultural Component: Family and culture are intimately intertwined, as the family tends to be the transmitter of cultural norms, beliefs, and systems. During this course students will learn the importance of family and culture and will explore how their family system promotes the Tohono O'odham culture, but also explore in some cases why the family resist culture.

Policies and expectations-

Classroom behavior/expectations:

This class is a professional adult learning environment, and both the instructor and students are expected to conduct themselves in a manner consistent with respect and academic conduct. The instructor gives all of his student's permission to ask others in the classroom to stop disruptive behaviors (ex. texting, talking to others during lecture, chewing gum or eating food loudly, etc.). If a student is asked to stop being disruptive they are expected to (a) act like an adult, (b) stop their behavior, or (c) leave the class. If the instructor has to ask a student to leave (or stop their disruptive behavior) they will have need to meet with the Assistant Dean of Student Affairs before being able to return to the class.

Extra credit/Late work/Make-up rules

Extra credit maybe offered throughout the course, but is not guaranteed.

Late work can only be made up if arrangements are made with the instructor BEFORE the due date of the given work. If a student has an emergency, it is up to the instructor to decide if the student will be allowed to make-up the work, but is not guaranteed (some emergencies are just not an excuse to place your academic career in second place).

Students should have a back-up plan for common emergencies such as vehicle breaking down, loss of childcare, problems with work, and managing personal crises

Attendance and/or Participation requirements

In order to pass the course a student must attend 90% of all lectures, student's participation will also be assessed through classroom assignments, exams, and term paper.

ADA Statement

Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

Academic dishonesty definition/policy statement:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular classroom policy and college policy. Cheating in this course is based on the perception of the instructor.

Course Outline:

1. **Define: family, marriage, parent, love, intimate relationship.** Love has been traditionally defined as an emotion that should be controlled and directed. However, over the last several decades a growing body of psychological and neurological evidence indicates that love is not an emotion but a basic human drive much the same as the drive to eat, sleep, drink, and breath. Based on this fundamental need family, marriage, parenting, and intimate relationships will be defined.
2. **Culture and family.** This section will look at how the family is defined from a cultural perspective starting with local community level, the Tohono O'odham culture, to a western cultural notion of family. This section will conclude with a cultural comparison, that compares concepts of family between western and eastern ideas, religious perspectives, and modern versus modern indigenous perspectives.
3. **Attraction and mate selection.** There have been identified universal and cross-cultural cues of attractiveness, which provide the basis of why we become attracted to each other. However, if universal cues of attractiveness were the only reason we "fall in love" with only certain people, we would not have the amazing diversity of individuals. Therefore, there are also individual reasons we are attracted to only certain types of individuals who we want intimately which is based more on culture, community, development, and individual preference. This section will explore not only universally attraction but also why we "choose" the persons we choose to fall in love with.
4. **Healthy versus unhealthy relationships.** Intimate romantic relationships do not only develop the intent of marriage and family development. This section will explore the difference between healthy and productive intimate relationship and compare it to unhealthy, often referred to "toxic relationships," that can lead to not only heartbreak but also violence and abuse.
5. **Marriage.** From a western cultural perspective, it has only been about the last 150 to 200 years that humans have married out of love, instead of utility and property rights. Indeed, the traditional concept of the American family (i.e., Father as a provider, mother as nurturer, 2.5 children) is less than 125 years old starting with the height of the industrial revolution. Since the early 1980s, as women have gained equal status with men, this traditional family make-up has been challenged. This section will explore the modern marriage industry in the context of current trends, defining roles of mothers and fathers, and socio-economic drivers. This section will set the context for the remaining topics in the course.
6. **Human Sexuality.** From a neurological perspective, the neural tracks that are associated with intimacy and love are separate and different from the neural tracks that drive human sexuality. However, due to the mating process and formation of family, psychologically we combine

these processes, only to dissociate them when things within the family or relationship go wrong. This section will survey the complexity of human sexuality with emphasis on developing a healthy sex life in the context of intimacy and family development.

7. **Family development and the family cycle.** This section will cover family development from child birth, parenthood, grand parenting, to death. This section will set the context for remaining topics in this course.
8. **Motherhood.** Across societies there has always been a concept of mother. However, the role of the mother within the family unit has drastically changed over the century except the conception and birthing process. This section will emphasize the changing roles of motherhood that have occurred since the industrial revolution, with emphasis placed on the last 38 years. Over the last 38 years, mothers have either chose to or forced to take on both the traditional roles of the mother (nurturer) and father (provider). This sets the context of discussing the modern role of mothers and their increased power and responsibility towards their children and family.
9. **Fatherhood.** While current research still shows that children have better outcomes when they have an active and involved father, the role of the father within the family has been greatly diminished over the last 38 years. With the increased power of women in western society and the ability of women to take on both the father and mother roles within the family, this has led to what is known as a male crisis within the family and what Phillip Zimbardo (Social Psychologist) refers to as the "demise of guys." While there are successful men and fathers, from broad perspective men are failing as fathers, husbands, and productive citizens at alarming rates. This section will take a look at this crisis, but also define ways in which men can find place and purpose within their intimate relationships to become strong partners and fathers.
10. **Divorce, mutual parenting, and single parenting.** Greater than 50% of marriages will end in divorce, and more than 63% of children live in a single-family home. Because of this growing trend, it is important to explore issues related to divorce and single parenting.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.