# Syllabus: SOC 127 Marriage & Family

## Course Information

<table>
<thead>
<tr>
<th>Course Prefix/Number: SOC 127-1</th>
<th>Credit Hours: 3</th>
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<tbody>
<tr>
<td>Semester: Spring 2019</td>
<td>Course Title: Marriage and Family</td>
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<tr>
<td>Class Days/Times: Wednesday, 5:15 – 8:15pm</td>
<td>Room: Central Campus 501</td>
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</tbody>
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## Instructor Information:

Name: Dr. Curtis Peterson, Ph.D.

Phone/Voice Mail: 520-383-0048  
E-mail: cpeterson@tocc.edu  
Office location: Ha-Mascamdam Ha-Ki  
Office hours: Mon-Wed 2:30pm to 4:30pm; Tues-Thurs 11am to 1pm

## 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.
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:


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)

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>100 pts</td>
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<tr>
<td>Exam 2</td>
<td>100 pts</td>
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<tr>
<td>Final Exam</td>
<td>300 pts</td>
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<tr>
<td>Total</td>
<td>500 pts</td>
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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**

Participation and attendance in class is a major part of the course grade and content. If you are going to miss a class contact instructor before the date you will miss, and he will email an alternative assignment that can be completed in order not to lose the attendance points for that day you miss.

Note unless it is an emergency where you did not have access to a phone, alternative assignments can only be made if the student contacts the instructor before the date missed. NOTE: Students are still responsible for the content of the class that day in order to complete assignment in Guidebook and for exams.

**ADA Statement**

Tohono O’odham Community College complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, as amended. In addition, TOCC complies with other
applicable federal and state laws and regulations that prohibit discrimination on the basis of
disability.
Reasonable accommodations, including materials in an alternative format, will be made for
individuals with disabilities when a minimum of five working days advance notice is given. Students
needing accommodations are encouraged to contact the Dean of Student Services, at (520) 383-
8401. For additional information, see the TOCC Student Handbook.

**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.

**Harassment**

Under policies by the college and under Federal Code Title IX, there is zero tolerance in this
classroom for harassment that is sexual in nature, or based on gender, age, or race. If you experience
this in this class, please notify the instructor. If you do not feel comfortable going to the instructor,
instructions on how to report harassment under Title IX can be found in the Student Handbook or go
to the following website https://www.tocc.edu/ccampus-security.

**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 contest 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.
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<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Staff Return</td>
<td>Jan 2, 2019</td>
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<tr>
<td>First Day of Classes with Welcome/Blessing</td>
<td>Jan 14, 2019</td>
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<tr>
<td>Add without Instructor's signature</td>
<td>Jan 14 - 18, 2019</td>
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<tr>
<td>Martin Luther King Jr. Day - <strong>College Closed</strong></td>
<td>Jan 21, 2019</td>
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<tr>
<td>Add with Instructor's signature</td>
<td>Jan 22 - 28, 2019</td>
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<tr>
<td>Drop/Full Refund Deadline</td>
<td>Jan 29, 2019</td>
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<tr>
<td>President's Day - <strong>College Closed</strong></td>
<td><strong>Feb 18, 2019</strong></td>
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<tr>
<td>45th Day Census</td>
<td>Feb 28, 2019</td>
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<tr>
<td>Graduation Application Due</td>
<td>Mar 8, 2019</td>
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<tr>
<td>Spring Break</td>
<td>Mar 11-15, 2019</td>
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<tr>
<td>Withdrawal Deadline</td>
<td>Mar 29, 2019</td>
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<tr>
<td>Last Week of Classes/Final Exams</td>
<td>May 6-10, 2019</td>
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<td>Final Grades Due</td>
<td>May 14, 2019</td>
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<td>Commencement</td>
<td>May 17, 2019</td>
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<tr>
<td>Memorial Day - <strong>College Closed</strong></td>
<td><strong>May 27, 2019</strong></td>
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**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.