

**Marriage Relationships, SOC 222** Instructor: Arfa Aflatooni, PhD

Winter 2017 Office SSH 105

MWF 10-10:50 Office Hours: Weekdays 1-2

Or by Appointment

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**Course Description**

This course examines the modern family. The goal of the course is to look at the unique position the family occupies within the larger society and cross-culturally.

**Course Objectives**

We address such issues as (a) the relationships between the family and other social institutions, (b) the evolution of the family in modern society; (C) the structural positions of men and women both in the family and the larger society, and (D) the problems and conflicts within the family with today. To do so, we will examine the theories and the pertinent literature in the study of the family. I strongly encourage student participation in class discussions.

**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**

***Families And Their Social Worlds,* by Karen Seccombe (3rd ed.), published by Pearson.**

**Tests and Pop Quizzes**

**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. There will also be unannounced quizzes which will be given to you at the discretion of the instructor.

**Weekly Internet Exercises**

There will be **9 Internet exercises** that you will have do 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 to two page report** on what you have found. There is usually a question(s) that I have included after the site’s address which you can use as a starting point for your report. **You have to print out your own report and turn it in each week (Friday)**

**Final Grade Breakdown**

**Tests: 60%**

**Weekly Internet Exercises: 30%**

**Class activities and pop quizzes: 10%**

**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. Out of respect for your classmates and me, no cell phones, Blackberry Devices,IPads, or MP3 players are allowed in class. Please turn off all electronics before class.**

(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.

**Course outline**

**Week 1**

**Chapter 1: Families and Sociological Imagination**

**Week 2**

**Chapters 2 and 3: Families Throughout the World and History**

**Week 3**

**Chapter 4: Sex, Gender and Families**

***Midterm # Jan 30***

**Week 4**

**Chapters 5 and 6:Social Class, Race, Ethnicity and Families**

**Week 5**

**Chapter 7: Courtship, Intimacy and Partnering**

**Week 6**

**Chapter 8: Marrige as a Personal Relationship and Social Institution**

***Midterm # 2, Feb 22***

# **Week** 7

**Chapter 9 and 10: Becoming a Parent and Rasing Children**

**Week 8**

**Chapters 13: Violence and Abuse**

# **Week** 9

**Chapters 14: Divorce and Remarriage**

**Week 10**

**Chapters 15: The Later Years**

**Final Test is held during the finals week Please LBCC website for the day and th time of your final,** [**https://www.linnbenton.edu/finals-schedule**](https://www.linnbenton.edu/finals-schedule)

Marriage Relationships

Soc 222

Weekly Reports: You will have to turn in one each week (Friday)

**Complete NINE of the following Internet Exercises (write one page report for each)**

**Week 1**

Families and Living Arrangements

<http://www.census.gov/population/www/socdemo/hh-fam.html>

Review recent data of interest to you as it relates to marriage and the family. Write a summary of the data.

**OR**

Match.com and eharmony.com

<http://www.match.com>

<http://www.eharmony.com>

Identify/evaluate these commercial dating services. What kind of information is requested to participate? What sociological theory can be applied to this type of dating? What do people advertise about themselves in order to find romance?

**Week 2**

Living Single

<http://www.unmarried.org/>

Do you think it is true what they say about the way singles are often portrayed in the media? Are single people discriminated in our society? What are the issues that concern single people?

**OR**

Intersex Society of North America

<http://www.isna.org/>

Read their position on surgery for intersex infants. What are some of issues this organization addresses? What is your position on surgery for intersex infants?

**Week 3.**

International Women’s Day

<http://www.internationalwomensday.com/>

Were you aware of this global effort to raise awareness? Were you aware that women do two-thirds of the world’s work but receive only 10% of the income?

**Week 4**

Absolute Lyrics or Cowboy Lyrics

<http://www.absolutelyrics.com/>

<http://www.cowboylyrics.com/>

You should select 10 songs of interest to you. Then, you conduct a content analysis in regard to the degree to which each song they selected is about the beginning of love, the heart of love, or the end of love/getting over a relationship that has ended. Why do you think our music industry is preoccupied with this theme (love)?

**OR**

Gotta Break Up!

<http://gottabreakup.com/>

What are the advantages or disadvantages of following advice from such a website when ending a relationship?

**Week 5**

Communication Skills Test

<http://www.queendom.com/tests/access_page/index.htm?idRegTest=683>

Take the skills test and review your “Snapshot Report.” What did you learn about your communication skills? How can you improve on those?

**OR**

The English Language is Stupid

<http://www.c4vct.com/kym/humor/esl.htm>

Read this essay and reflect on its irony and humor. How do the words we use in our language are chosen?

**Week 6**

Children of Lesbians and Gays Everywhere (COLAGE)

<http://www.colage.org/>

What issues are unique to children growing up with a gay parent?

**OR**

Smart Marriage

<http://www.smartmarriages.com/index.html>

What is the most useful advice offered for strengthening your marriage?

**OR**

Loving Day, June 12th—Celebrating Interracial Marriages

<http://www.lovingday.org/>

Were you aware of this event? Read about Loving v. Virginia. What do think of interracial marriages?

**Week 7**

National Campaign to Prevent Teen and Unplanned Pregnancy

<http://www.thenationalcampaign.org/>

What initiatives have been put in place to combat teen pregnancy?

**OR**

Never Hit a Child—No Spanking

<http://www.neverhitachild.org>

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

**OR**

Talking With Kids about Sex and Relationships

<http://www.childrennow.org/index.php/learn/twk_sex>

What do you consider to be the most useful guidelines for talking to kids about sex?

Coping with Stress

**Week 8**

Children and Divorce

**<http://www.childrenanddivorce.com/>**

**OR**

Stepfamily Network

<http://www.stepfamily.net/>

What issues have been identified as most important for stepfamilies?

**OR**

Second Wives

<http://secondwivescafe.com/>

How are second wives disadvantaged? Read one of the posts on this site and write down your own reflections on it.

**Week 9**

Covenant Marriage Movement; Covenant Marriage Links

<http://www.covenantmarriage.com/>

<http://www.divorcereform.org/cov.html>

Consider the pros and cons of such a movement? Is this a solution to reducing the divorce rate?

**OR**

End of Life Issues—Medline

<http://www.nlm.nih.gov/medlineplus/endoflifeissues.html>

What are some of the most important end-of-life issues to be aware of?