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<tbody>
<tr>
<td>3.) COURSE PROPOSED:</td>
<td>Prefix: SOC Number: 157 Title: Sociology of Families and Relationships Credits: 3</td>
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<tr>
<td>CROSS LISTED WITH:</td>
<td>Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
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<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR:</td>
<td>Mesa Community College - Paul Harasha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHONE:</td>
<td>480.461.7155</td>
<td></td>
<td></td>
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<tr>
<td>FAX:</td>
<td>480.461.7060</td>
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**ELIGIBILITY:** Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

**MANDATORY REVIEW:**

- The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

**POLICY:** The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

**AREA(S) PROPOSED COURSE WILL SERVE:** A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

**5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:**

- Core Areas: Social-Behavioral Sciences (SB)
- Awareness Areas: Select awareness area...

**6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.**

**7.) DOCUMENTATION REQUIRED**

- Course Description
- Course Syllabus
- Criteria Checklist for the area
- Table of Contents from the textbook required and list of required readings/books
- Description of how course meets criteria as stated in item 6.

**8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:**

- DECSOC prefix
- Elective

**Current General Studies designation(s):**

**Effective date:** 2016 Fall Course Equivalency Guide

**Is this a multi-section course?**  yes  no

**Is it governed by a common syllabus?**  yes  no

**Chair/Director:**

**Chair/Director Signature:**

**AGSC Action:**

- Date action taken:  Approved  Disapproved

**Effective Date:**
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[SB] CRITERIA**

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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<tr>
<td>☒</td>
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<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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<tr>
<td>☒</td>
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<td>• ANTHROPOLOGY</td>
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<td>• ECONOMICS</td>
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<td>• CULTURAL GEOGRAPHY</td>
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<td>• HISTORY</td>
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<tr>
<td>☒</td>
<td></td>
<td>Sociology</td>
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</tbody>
</table>
| ☒   |    | 3. Course emphasizes:
| ☒   |    | a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). |
| ☒   |    | OR |
| ☒   |    | b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). |
| ☒   |    | 4. Course illustrates use of social and behavioral science perspectives and data. |

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</table>
| 1. Course is designed to advance basic understanding knowledge about human interaction. | This course provides a systemic analysis of socio-cultural and historical origins of modern families in the U.S. and their importance, major challenges and changing trends. This course explores being single, dating and attraction, love, cohabitation and marriage, family planning and parenthood, conflict and crisis within the family and divorce. | Course competencies: All; 1 - 12  
Syllabus: Weeks 1 - 16  
Textbook: Chapters 1 - 15: Marriages and Families, Schwartz and Scott  
Assignments: In class group work - #1; Doing Sociology #1 - Dating Practices |
| 2. Course content emphasizes the study of social behavior such as that found in:  
• SOCIOLOGY | Family and relationships is a broad area of inquiry studied in sociology. This course identifies the diversity of families and relationships and compares historical and contemporary perspectives concerning marriage and family in U.S. society. This course discusses the influence of race, class, sexual orientation and gender on relationships. The course also analyzes the impact of media and technology on families and relationships. Role of power in abusive and violent relationships. | Course competencies: 1, 2, 3, 6, and 11  
Syllabus: Weeks 1, 3, 4, 6, 9, 12, and 15  
Textbook: Chapters 1-8 and 10-13: Marriages and Families by Schwartz and Scott  
Assignments: In class group work - #1, #2 and #3; Doing Sociology #3 - Violence in Intimate Relationships |
<p>| | | |</p>
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| 3.a. Course emphasizes the distinct knowledge base of the social and behavioral sciences (e.g. sociological). | This course emphasizes the use of the sociological perspective and sociological imagination to assist students to understand the diversity of families and relationships. The course examines choices in intimate partners, role of parents and reproduction options. In addition, relationships over the lifetime are sociologically analyzed. | Course competencies:  
Syllabus: Weeks 1, 2, 5, 8 and 15  
Textbook: Chapters 1, 2, 4, 5, and 15; Marriages and Families by Schwartz and Scott  
Assignments: In class group work #2 and #4; Doing Sociology #2 - "Reproduction, Parenthood and Childcare" |
| 4. Course illustrates use of social and behavioral science perspectives and data. | Students will apply sociological perspectives to critically analyze marriage, families, and relationships. This course emphasizes the use of macro sociological theories (i.e. conflict theory, functionalism) and micro sociological theories (i.e. symbolic interaction) to recognize, confront and dispel prominent myths about marriage and families. Various methods to collect and analyze data are introduced including secondary data, content analysis, observation and survey research. Analysis of the data is used to examine and understand challenges and trends impacting modern families in the U.S. | Course competencies: 1, 2, 3, 4, 10, 11, and 12  
Syllabus: Weeks 1-15  
Textbook: Doing Sociology #4 - "Work, Employment, and Economics"; Civic Engagement - Class service project at A New Leaf non-profit; In-class group work #1, #2, #3, and #4 |
SOC157: Sociology of Families and Relationships

Description: Systemic analysis of socio-cultural and historical origins of modern families in the U.S. and their importance, major challenges and changing trends. Explores being single, dating and attraction, love, cohabitation and marriage, family planning and parenthood, conflict and crisis within the family, and divorce.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies
1. Apply the sociological theoretical perspectives to marriages, families and relationships (I)
2. Compare the historical and contemporary perspectives concerning marriage, family, gender, singleness and sexual behavior in American society (I)
3. Identify the diversity of families and relationships (cross-cultural, historical, and current) globally (II)
4. Analyze the strengths of family structures within cultural contexts (I)
5. Describe historical patterns of sexuality, singleness, marriage choice and relationships (III)
6. Discuss the influence of race, class, sexual orientation and gender on relationships (IV)
7. Critique theories of partner selection (III)
8. Analyze the impact of media and technology on families and relationships (V)
9. Analyze the relationship between gender roles, power and violence in relationships (VI)
10. List factors that transform traditional patterns of work and family roles (VII)
11. Demonstrate how to recognize, confront, and dispel prominent myths about marriage and families (I)
12. Analyze issues of health and health care within modern families (VII)

MCCCD Official Course Outline
I. Socio-Historical Origins and Research Of Marriage and Modern Families
   A. Definitions of Marriage and Family Relationships
   B. The History of Marriages and Families
   C. Theoretical Perspectives of Marriages, Families and Intimate Relationships
   D. Functions of Marriage and Family Relationships
   E. Slavery and the Black Family
   F. The Immigrant family
   G. Myths about Marriages, Families and Intimate Relationships

II. Diversity of Marriage and Family Relationships
   A. Diversity of Meanings of Intimacy, Dating, Marriage and Family
   B. Heterogamous (by race, ethnicity, religion, educational attainment) Marriages, Families and Relationships
   C. Diversity of Family Structure
   D. Cultural Range of Marital Satisfaction, Communication and Conflict Resolution

III. Evolution of Building Relationships: Dating, Courtship, Intimacy, Cohabitation and Marriage
   A. Historical and Cross-Cultural Perspectives of Dating and Partner Selection
   B. Dating Patterns and Relationships Among Gays and Lesbians
C. Theories of Partner Selection
D. Cohabitation, Communal Living and Group Marriage
E. Sex, Sexuality and Sexual Dysfunctions in Relationships
F. Stages of Marriage
G. Factors Affecting Marital Stability
H. Historical Patterns, Causes and Process of Divorce
I. The Impact of Divorce on Families
J. Remarriage and Remarried Families
K. Characteristics of Later-Life Families

IV. Intersections of Race, Gender, Class and Sexual Orientation
   A. The Impact of Race, Gender, Sexual Orientation and Social Class on Dating
   B. Dating Patterns Among Racial Groups
   C. Theories of Partner Selection
   D. Theories of Gender Role Socialization
   E. Consequences of Gender and Racial Stereotyping

V. Social Construction of Attraction and Love
   A. Historical Perspectives of Love, Sex and Attraction
   B. The Social Construction of Love
   C. Love and Attraction Across Gender, Sexuality and Race
   D. Theories of Love
   E. Obstacles to Love and Loving Relationships
   F. Modern Romantic Love

VI. Power, Violence and Abuse in Intimate Relationships
   A. Historical Context of Family Violence
   B. Myths about Abuse and Violence
   C. Family Violence and U.S. Culture
   D. Physical and Sexual Assault Toward Women and Children
   E. Intersections of Race, Gender and Assault
   F. Theories of Abuse
   G. Criminal Justice Response, Coping and Survival Strategies

VII. Changes in the Structure and Function of Marriages, Families and Intimate Relationships
   A. Non-Marital Lifestyles
   B. Evolving Work and Family Structures
   C. The Economic Well-Being of Families
   D. Trends on Parenting Styles
   E. Coping with Death and Dying
   F. Legal Changes
SOC 157 – Sociology of Families & Relationships
Mesa Community College – Fall 2015
Monday/Wednesday 1:30pm – 2:45pm

Instructor: Paul Harasha
Office No: SC053
Office Phone: 480.461.7060
Email: xxxx.xxxxxx@mesacc.edu
Office Hours: Mon/Wed/Fri: 10:00am – 11:00am and Tues/Thurs: 11:00am – Noon
Other times by appointment

**COURSE DESCRIPTION**
Systemic analysis of socio-cultural and historical origins of modern families in the U.S. and their importance, major challenges and changing trends. Explores being single, dating and attraction, love, cohabitation and marriage, family planning and parenthood, conflict and crisis within the family, and divorce.

**OBJECTIVES**
1. Apply the sociological theoretical perspectives to marriages, families and relationships
2. Compare the historical and contemporary perspectives concerning marriage, family, gender, singlehood and sexual behavior in American society
3. Identify the diversity of families and relationships (cross-cultural, historical, and current) globally
4. Analyze the strengths of family structures within cultural contexts
5. Describe historical patterns of sexuality, singlehood, marriage choice and relationships
6. Discuss the influence of race, class, sexual orientation and gender on relationships
7. Critique theories of partner selection
8. Analyze the impact of media and technology on families and relationships
9. Analyze the relationship between gender roles, power and violence in relationships
10. List factors that transform traditional patterns of work and family roles
11. Demonstrate how to recognize, confront, and dispel prominent myths about marriage and families
12. Analyze issues of health and health care within modern families

**COURSE FORMAT**
This course is conducted in a highly interactive manner. I not only act as a professor who instructs through lecture, but also as a facilitator that allows discussion to help students explore a variety of ideas in a classroom setting. As a class, if we run into conflicting view points, we must respect each individual’s own opinion. Hateful and hurtful comments towards other individuals, students, groups, or societies will not be tolerated.
As an interactive classroom, we will participate in many group exercises that are designed for students to teach each other. You will be expected to present your findings and highlights of your discussions to the class. Out-of-class exercises will also be assigned and discussed in the class as a whole. Various visual media including documentaries and films will be used as sociological description to aid in the understanding of various topics.

Interactive classrooms will help you acquire many desirable skills including:
- INTERPERSONAL
- COMMUNICATION
- CRITICAL THINKING
- TEAMWORK

CLASS ACTIVITIES

1. Chapter Quizzes
There will be multiple choice, true-false quizzes at the conclusion of every chapter. Dates will be announced in class and on Canvas.

2. Vocabulary Quiz – There will a traditional matching quiz early in the semester. Date TBD.

3. In-Class Participation -- ATTENDANCE
A significant portion of this course consists of class discussion and participation as individuals and in small groups. During the semester, there will be several (approximately 20 - 25) formal classroom activities that will be assigned and collected. Each in-class activity will be worth five points. Possible ways not to earn these five points is to be absent, late, sleeping during discussion, disruptive behavior, and non-attentiveness (i.e texting, computer, Facebooking, texting, phone apps, etc.)

Students cannot make up missed in-class participation points unless it is an excused absence. Thus, it is strongly advised to attend every class session.

4. DOING SOCIOLOGY -- Papers
   1) Dating Practices (25 points)
   2) Reproduction, Parenthood, and Childcare (25 points)
   3) Violence in Intimate Relationships (25 points)
   4) Work, Employment, and Economics (25 points)

See attached documents for specific details on these assignments.

5. Civic Engagement
As a class, we are going to partner with the non-profit agency A New Leaf. We will assist A New Leaf in various community service projects. A New Leaf serves individuals with resources, including homeless and domestic violence shelters with services, affordable housing solutions, foster care, counseling, financial literacy coaching, and basic needs. Details to come.

6. Group Project/Presentation
There will be one group project where you will work in a group of 3-4 students. Your group will explore, study, conduct your own research, hypothesize, and present your findings to the class on an issues related to gender. See attached documents for specific details on these assignments.

7. Final Exam
**GRADING**

1. Chapter Quizzes 100  
   450 to 500 = A
2. Vocabulary Quiz 40  
   400 to 449 = B
3. Participation 120* (approximate)  
   350 to 399 = C
4. DOING SOCIOLOGY - Papers 100
5. Civic Engagement 50* (TBD)
6. Group Project /Presentation 40
7. Final Exam 50

Total Points 500

**EXTRA CREDIT** – To be determined later in the semester

**IMPORTANT DATES**

<table>
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<tr>
<th>Monday</th>
<th>September 7</th>
<th>NO SCHOOL – Labor Day</th>
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<tr>
<td>Wednesday</td>
<td>November 11</td>
<td>NO SCHOOL - Veterans Day</td>
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<tr>
<td>Thurs/Fri</td>
<td>November 26 &amp; 27</td>
<td>NO SCHOOL - Thanksgiving Break</td>
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<tr>
<th>Week</th>
<th>Chapter - Topic</th>
<th>Activities - Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Chapters 1 and 2</strong> – “Marriage and Families over Time” and “Ways of Studying Marriage and Families”</td>
<td>Introductions, class norms, review syllabus and assignments</td>
</tr>
<tr>
<td>2</td>
<td>Chapters 1 and 2 continued – History and Theoretical Perspectives; What is Sociology?</td>
<td>In class – historical and sociological perspectives of dating</td>
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<td>3</td>
<td><strong>Chapter 3</strong> – “Understanding Gender”; culture, socialization, media, education, politics, religion</td>
<td>Doing Sociology #1 – Dating Practices; Guest Speaker – A New Leaf non-profit</td>
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<tr>
<td>4</td>
<td><strong>Chapters 4 and 5</strong> – “Love” and “Dating”; media</td>
<td>Civic Engagement Projects – begin work</td>
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<td>5</td>
<td>Chapters 4 and 5 – continued – Sociological Perspectives</td>
<td>In class – theoretical/sociological perspectives of love, sexuality, relationships</td>
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<td>6</td>
<td><strong>Chapter 6</strong> – “Sexuality”; media, culture, religion</td>
<td>Role of media, examples in pop culture</td>
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<td>7</td>
<td><strong>Chapter 8</strong> – “Marriage”</td>
<td>Media discussion con’t</td>
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<tr>
<td>8</td>
<td>Chapter 8 – continued; historical and theoretical perspectives</td>
<td>Civic Engagement Projects – work days and updates</td>
</tr>
<tr>
<td>9</td>
<td><strong>Chapter 9</strong> – “Reproduction and Parenting”</td>
<td>Doing Sociology #2 – Reproduction, Childcare, and Parenting;</td>
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<tr>
<td>10</td>
<td>Chapter 9 – continued; media, cultural diversity</td>
<td>In class – discussion on violence and abuse</td>
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<tr>
<td>11</td>
<td><strong>Chapter 11</strong> – “Power, Abuse and Violence....”</td>
<td>Civic Engagement Projects – work days and updates</td>
</tr>
<tr>
<td>12</td>
<td>Chapter 11 – continued; media socialization</td>
<td>Doing Sociology #3 – Violence in Intimate Relationships;</td>
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<tr>
<td>13</td>
<td><strong>Chapter 12 and 13</strong> – “Divorce” and “Remarriage”</td>
<td>In class – divorce, elderly, relationships over time</td>
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</table>
14  Chapter 14 – “Marriage and Family in Later Life”  continued

15  Chapter 10 – “Work and Family”; real life situations, race, role of technology  Doing Sociology #4 – Work, Employment, and Economics

16  Chapter 15 – “Marriage and Families in 21st Century”; historical perspective  Civic Engagement Projects Due – A New Leaf non-profit

Finals  Comprehensive  Final Exam – Dec. 16

DUE DATES

DOING SOCIOLOGY Papers
- Paper #1 – Wednesday, September 9
- Paper #2 – Wednesday, October 7
- Paper #3 – Wednesday, November 4
- Paper #4 – Wednesday, December 2

Group Presentation:  Weeks of November 23, 30 and December 7

Last Regular Class:  Wednesday, December 9
FINAL EXAM DAY:  Wednesday, December 16; 2:00pm

NOTE: Some films shown in class may contain some profanity, violence, and sexual themes. If any student feels uncomfortable during any of these films, they will be allowed to excuse themselves and complete an alternative assignment.

LATE POLICY
- TESTS – It is the student’s responsibility to see me regarding make up tests. See me as soon as possible regarding any personal or family emergencies.
- PARTICIPATION POINTS - Student’s cannot make up in-class participation points for any reason. Therefore, attendance in class is strongly advised.
- LATE WORK – Outside homework assignments will be accepted late if initiated by the student. The number of points deducted for late work will be on an individual basis up to the instructor’s discretion. *BUT WILL NOT BE ACCEPTED IF MORE THAN TWO WEEKS LATE!

WITHDRAWALS: It is the student’s responsibility to officially withdraw from class should personal circumstances require it. I will only initiate a withdrawal for a student for non-attendance during the first half of the semester.

DISABILITIES: I am willing to make any reasonable accommodations for students with limitations due to disabilities. Please see me during my office hours or make an appointment to discuss any special
needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Disability Resources and Services Office.

**DISCLAIMER:** This course outline is only tentative and is subject to change whenever circumstances warrant. Any changes will be announced to the class.

**Student Responsibilities:** Please be advised that your continued enrollment and participation in this class implies that you have read and accepted the terms and conditions of this syllabus. Also please be advised that you are responsible for being aware of and in compliance with the college policies included in the college catalog and the student handbook (page 117). You may access both of these publications on-line or receive a copy of the handbook at the Student Center.

**MCC Early Alert Program (EARS)**
Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up contact from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at: [http://www.mesacc.edu/students/ears](http://www.mesacc.edu/students/ears) or on the MCC Home Page, click on “Current Students” and then click on EARS Student Resources under “Services” which will take you to the EARS Web Page including the MCC Resources Page.
Due Date: Wednesday, September 9
Points Possible: 25

TOPIC: Dating Practices in 2015 (college students, older generation, etc.)

ASSIGNMENT
1) Review the Literature
   - Research what already has been written about the topic;
   - Critically assess the research that has previously been done; and
   - Articulate your understanding of the topic

   NOTE: You must document at least 3 different sources (journal articles, books, internet sites, newspapers, magazines, etc.)

2) Consider methods you might use to study this subject
   - Survey students; or
   - Interview friends; or
   - Content Analysis (magazines, television shows, etc.)

3) Clearly state your hypothesis (what you expect to find)
   Examples:
   - College age students prefer ‘hooking up’ vs. traditional dating
   - Internet dating services are more popular for people over 40 years old

4) Conduct your own elementary research project by implementing your methods from step 2 above
   - Include survey and interview questions; record how many people surveyed and interviewed; discuss age, gender, etc. of respondents.

5) Compare and analyze your results with the research you have read

6) Write a paper summarizing your research, hypothesis, findings, and conclusions
   - Length of paper will vary but a very rough estimate would be 3 – 6 pages
   - Single or double-spaced
   - Check spelling, punctuation, and grammar

Things to Consider:
1. What research has been done regarding dating practices among college students?
2. Interview male and female students about their attitudes toward a variety of practices that are relevant to college students today?
3. How do couples meet, begin to date, decide what to do, pay for things?
4. What are their attitudes to inter-racial dating?
5. How did they learn the rules? What is the role of technology? (i.e. email, text mssg)

I will grade you on the following:
❖ Following Directions, Effort, Content, & Creativity
SOC157: Sociology of Families and Relationships

DOING SOCIOLOGY #2 – Reproduction, Parenthood and Childcare

Points Possible – 25 DUE DATE – Wednesday, October 7

Goals of This Assignment:

1. **Formulate** and **articulate** your understanding of a particular issue - **DEFINE**
2. Critically **assess** the research that has previously been done on this topic - **RESEARCH**
3. Consider methods you might use to study this subject – **SURVEYS, INTERVIEWS, CONTENT ANALYSIS**
4. Clearly state your **hypothesis** (what you expect to find)
5. **Conduct** your own elementary research project – **See #3 above**
6. **Compare** your results with the research you have read
7. **Analyze** your findings
8. Work with your group to find an informative way to **PRESENT** your conclusions to the class – **30 minute Maximum**

**Reproduction, Parenthood, & Child Care**

- Talk with several fathers about their aspirations for their sons and daughters and ask why they have such expectations (encourage them to expand beyond "I just want them to be happy"). Ask them to compare their own upbringing to that of their children's as far as gender expectations are concerned. Ex: What games or sports do they feel are important to their son's and daughter’s growth? Why?
- Do a survey of 25 women ages 18-25 about their choices of birth control? Why did they select that particular method? Do they plan on having children, why or why not, when, how many, etc.? How different are their expectations from their mothers’ (you'll need to collect this information from each)?
- Explore some of the recent court cases or national discussions related to issues of reproduction and parenthood. What are the trends and why?

**EVALUATION CRITERIA – 25 Points**

**CONTENT (10 points) *** See 8 Goals of This Assignment ***
- Ideas presented clearly
- Demonstrated understanding of issue
- Stated hypothesis
- Conduct own research
- Organized (easy to follow)
- Main points supported with facts
- Easy to understand
- Focused on topic

**DELIVERY (10 points)**
- Eye contact with audience
- Relaxed and prepared
- Used notes effectively
- Do not read directly from notes
- Interested in topic
- Enthusiastic about topic

**CREATIVITY (5 points)**
- Created interest in topic
- Used visual support
- Overheads, handouts, audio/visual, activities, etc.
SOC157: Sociology of Families and Relationships

DOING SOCIOLOGY #3 – Violence in Intimate Relationships

Points Possible – 25

DUE DATE – Wednesday, November 4

Goals of This Assignment:

1. Formulate and articulate your understanding of a particular issue - DEFINE
2. Critically assess the research that has previously been done on this topic - RESEARCH
3. Consider methods you might use to study this subject -- SURVEYS, INTERVIEWS, CONTENT ANALYSIS
4. Clearly state your hypothesis (what you expect to find)
5. Conduct your own elementary research project – See #3 above
6. Compare your results with the research you have read
7. Analyze your findings
8. Work with your group to find an informative way to PRESENT your conclusions to the class – 30 minute Maximum

Violence in Intimate Relationships

- Do a survey of 25 female college students, ask them what they do to be safe on campus and elsewhere. (Never go places alone, take self defense, carry mace, etc.). Ask them why they take such precautions.
- Interview those at the Women's Center and campus police about incidents of violence against women on campus during the past 5 years. Are their estimates the same? Why or why not? What percentage of cases are reported? Prosecuted?
- Ask male and female students to define "date rape". What is their attitude toward media coverage of this phenomenon?

EVALUATION CRITERIA – 25 Points

CONTENT (10 points) *** See 8 Goals of This Assignment ***
- Ideas presented clearly
- Demonstrated understanding of issue
- Stated hypothesis
- Conduct own research
- Organized (easy to follow)
- Main points supported with facts
- Easy to understand
- Focused on topic

DELIVERY (10 points)
- Eye contact with audience
- Relaxed and prepared
- Used notes effectively
- Do not read directly from notes
- Interested in topic
- Enthusiastic about topic

CREATIVITY (5 points)
- Created interest in topic
- Used visual support
- Overheads, handouts, audio/visual, activities, etc.
SOC157: Sociology of Families and Relationships

DOING SOCIOLOGY #4 – Work, Employment, & the Economics of Gender

Points Possible – 25

DUE DATE – Wednesday, December 2

Goals of This Assignment:

1. **Formulate** and **articulate** your understanding of a particular issue - **DEFINE**
2. Critically **assess** the research that has previously been done on this topic - **RESEARCH**
3. Consider methods you might use to study this subject -- **SURVEYS, INTERVIEWS, CONTENT ANALYSIS**
4. Clearly state your **hypothesis** (what you expect to find)
5. **Conduct** your own elementary research project – **See #3 above**
6. **Compare** your results with the research you have read
7. **Analyze** your findings
8. Work with your group to find an informative way to **PRESENT** your conclusions to the class – **30 minute Maximum**

**Work, Employment, & the Economics of Gender**

- Do a survey of fifteen randomly selected working married couples. Ask them about how they allocate household responsibilities, including child care. Is there a correlation between economic income and who does the most household work?
- Interview 3-5 women who work in traditionally male dominated careers. What do they see as the problems and benefits of their positions? What drew them to the field and what do they see for their future? This might be good to video or audio tape.
- Do a survey of 20 college women and 20 college men, asking them about career plans. What percent fit into traditional female or male careers, which do not? Do they expect to quit work to have children? How long would they stay out? What salary do they expect to make? Where do they expect to be 5, 10, 20 years into their careers?

**EVALUATION CRITERIA – 25 Points**

**CONTENT** (10 points) *** See 8 Goals of This Assignment ***
- Ideas presented clearly
- Demonstrated understanding of issue
- Stated hypothesis
- Conduct own research
- Organized (easy to follow)
- Main points supported with facts
- Easy to understand
- Focused on topic

**DELIVERY** (10 points)
- Eye contact with audience
- Relaxed and prepared
- Used notes effectively
- Do not read directly from notes
- Interested in topic
- Enthusiastic about topic

**CREATIVITY** (5 points)
- Created interest in topic
- Used visual support
- Overheads, handouts, audio/visual, activities, etc.
SOC157 Sociology of Families and Relationships

This assignment covers chapters 1-3 in *Marriage & Families* by Schwartz and Scott

**In Class Group Work:** At your tables, work with your groups to answer **three (3)** of the following questions. Submit one paper per group at the end of class time. Five points possible for today’s participation.

**Questions**

1. There have been a number of significant changes in marriages and families between 1950 and 2015. Select three that you feel are the most significant and describe each. Include and explanation as to why you believe these three changes are the most significant and how each may impact your personally.

2. The text described a number of theoretical approaches used by sociologists to explain marriage and family. Each theoretical approach has a different point of view. Select one theoretical approach that you believe explains marriage and family according to your observations. Briefly explain how the theoretical approach explains marriage and family and why you believe this to be the best explanation. Include personal observations to support your answer.

3. Chapter three describes singlehood, hooking up, cohabitation, and living apart together. Select one of these topics that the text provided new information that you had not been aware of before. Briefly describe what you learned, whether you found it surprising, and how do you see it impacting the future of marriage and family.

4. With regard to gender socialization, describe how traditional gender socialization has impacted your life, positive and/or negative. Provide examples of how your life has been impacted.

5. Imagine if you had been born the opposite sex. Describe how you think this would have impacted your life. Include what others would have expected of you, what opportunities would have been or not been available to you, and whether you would have made other choices with regard to career, family, sports, or anything else you can think of?
SOC157 Sociology of Families and Relationships

This assignment covers chapters 4 - 6 in *Marriage & Families* by Schwartz and Scott

**In Class Group Work:** At your tables, work with your groups to answer **three (3)** of the following questions. Submit one paper per group at the end of class time. Five points possible for today’s participation.

**Questions**

1. Think back to a time when you were in believed you were in love. What about the situation or your interactions with the individual made you believe you were in love? Based upon what you remember, which love style described in the text would best fit your description of this experience?

2. The text described a number of theoretical approaches used by sociologists to explain factors in relationship development. Each theoretical approach has a different point of view. Select one theoretical approach that you believe explains relationship development according to your observations. Briefly explain how the theoretical approach explains relationship development and why you believe this to be the best explanation. Include personal observations to support your answer.

3. The text covers a number of effective communication practices. Think back to a prior relationship that has ended. Based upon the effective communication practices described in the text, which practices did you or your prior partner fail to utilize, and as a result, may have contributed to the end of the relationship?

4. Our first introduction to sexual expression is the observance, or lack thereof, of intimacy between parents or individuals fulfilling a parental role. We are also socialized by our primary agent of socialization (family) towards or away from various sexual taboos, values and beliefs. Think back to what you learned from your family while growing up. Do you see contradictions and/or similarities between what you learned as a child and what is described in the text? Describe at least two contradictions and/or similarities.

5. The prerequisites for sexual fulfillment described in the text, do you find these prerequisites helpful? Do you see yourself applying one or more of these prerequisites in a present or future relationship? How important do you believe sexual fulfillment is to a relationship? Explain your answer.
In Class Group Work: At your tables, work with your groups to answer three (3) of the following questions. Submit one paper per group at the end of class time. Five points possible for today’s participation.

Questions

1. List and describe some of the reasons for violence and abuse in relationships. Of the reasons provided by the text, which did you find most surprising and why?

2. Why do victims of relationship violence remain in abusive relationships? If you had a friend who was in an abusive relationship, and continually returned to the relationship, what, if anything, can you do to assist your friend?

3. At one time, there was tremendous pressure for married couples to have children. Has this changed? Have you or someone you know experienced pressure to have children? Was this pressure applied by society, family or friends? What are some of the difficulties a couple may experience by choosing not to have children? What are some of the benefits of choosing not to have children?

4. Do you believe in spanking children as a form of discipline? Why or why not? What is the law in Arizona regarding the use of spanking to discipline a child? Cite the source for this information. What does the text say about spanking as a form of discipline?

5. Do single parents encounter greater or different parenting issues than two parent families? Explain your answer.
This assignment covers chapters 12-15 in *Marriage & Families* by Schwartz and Scott

**In Class Group Work:** At your tables, work with your groups to answer **three (3)** of the following questions. Submit one paper per group at the end of class time. Five points possible for today’s participation.

**Questions**

1. List and describe some of the positive stress management strategies discussed in chapter 13. If a family encountered financial difficulty, do you believe these strategies would be effective? Why or why not?

2. Regarding extramarital affairs, if you discovered your partner was having an extramarital affair, what do you believe your reaction would be? Do you believe you would be able to work through the infidelity with your partner or would it end your relationship? Explain.

3. In the event of a divorce (with children) are the strategies for minimizing the effects on children (as describe in the text) realistic? Why or why not?

4. What is divorce mediation? If you were faced with a divorce, do you see yourself utilizing divorce mediation over court litigation? Why or why not?

5. What are some of the issues confronting the elderly today? If you had unlimited power and resources, what policies or programs would you enact to address some or all of these issues?
SOC 157: Sociology of Families and Relationships  
Community Engagement Project

**BACKGROUND:** Our class will collaborate with the non-profit organization *A New Leaf* this semester in a variety of ways in a unique service learning project.

*A New Leaf* is a human services organization dedicated to improving the lives of its clients. Their mission is to offer hope, change, new beginnings and personal growth. *A New Leaf* operates programs across the Valley, providing homeless and domestic violence shelters, affordable housing, behavioral health services, foster care, and community access services.

**ASSIGNMENT:** You will work as individuals or in small groups to implement one of the options below. A final reflective paper will be required.

**SERVICE OPTIONS:**

- **Donation Drive** – Use social media, word of mouth, campus connections, etc. to raise donations for *A New Leaf*.

- **Sack Lunches** – Organize friends, classmates, family to put together sack lunches for residents of men’s shelter in Mesa. Pick one or more days.

- **After School Activity** – Prepare an activity for kids ages 5-12. Children at homeless shelter have after school activities 3pm – 6pm. Work with group to prepare arts & crafts, game day, Halloween activity, etc.

- **Donation Sorting** – Serve on site to organize and sort various donations. Minimum 6 hours.

- **Fundraising** – Work with *A New Leaf* on their fundraising event on October 23

- **Special Skill** – share a special skill with residents of a shelter (ex: coupons, music, crafts)

- **Videographer/Photographer/Documentarian** – document our entire class’s involvement in this project. Take videos and photos of the various activities. Create and edit a 2-minute video of the project.

**NEW LEAF Contact:**  
Bridget Talty, Volunteer Coordinator  
PH: 480.464.4648 Email: btalty@turnanewleaf.org  

**GRADING AND DUE DATES:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. <strong>Select Option</strong></td>
<td>Turn in <strong>2-3 paragraphs</strong> of your activity choice, why you selected that option, and what you hope to gain from the experience. Are you working in a group or individually? When do you hope to complete your project?</td>
<td>Mon. Sept. 21</td>
<td>10</td>
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<td>2. <strong>Complete Project</strong></td>
<td>Implement your project</td>
<td>Mon. Nov. 19</td>
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<td>3. <strong>Reflection Paper</strong></td>
<td>Submit <strong>1-page paper</strong> summarizing your project. Include overall experience, did you accomplish your goal, what were challenges, successes, what did you learn, etc. Include photos if possible. <strong>Must submit paper to get points for project.</strong></td>
<td>Mon. Nov. 23</td>
<td>40</td>
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**TOTAL:** 50 Points
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<td>Ways of Studying and Explaining Marriages and Families</td>
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<td>Understanding Gender: Its Influence in Intimate Relationships</td>
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<td>Dating, Coupling, and Mate Selection</td>
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<td>Sexuality and Intimate Relationships</td>
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<td>Living Single, Living with Others: Nonmarital Lifestyles</td>
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<td>Marriages and Families in Later Life</td>
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<td>15</td>
<td>Marriages and Families in the Twenty-First Century: U.S. and World Trends</td>
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