Sociology 312: Marriage, Family and Relationships

Dagmar Moravec: Instructor
Wednesdays; 6-9 pm. May 5, 2010 – June 23, 2010
Text: Marriages and Families
Authors: Mary Ann Lamanna and Agnes Riedmann

University Mission

The mission of Siena Heights, a Catholic university founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

Lansing Campus Program Outcome Statement

Graduates of Siena Heights University’s Lansing Campus Program will have gained the knowledge, skills and attitudes necessary to continue developing as self-respecting adults. They will be capable of:

- Making sense out of their daily work and personal lives
- Taking appropriate actions
- Realizing that their search for final answers must be lifelong

Human Services Program Outcomes

The student will:

- Develop an interdisciplinary approach to the study and practice of the human services profession. The student will appreciate the psychological, sociological, anthropological, political and economic dimensions of the human services.
- Be able to link theory and practices; be able to apply theory to classroom activities and to work settings in communities.
- Understand the ethics of their professions and be committed to upholding them.
- Develop the ability to access, evaluate and utilize social research. Will be able to participate in social research.
- Possess effective communication and interpersonal skills. Communication skills include listening, writing and speaking abilities. Interpersonal skills include counseling, advocacy and negotiation abilities. Be able to relate to people with differing cultural backgrounds.
INSTRUCTOR: Dagmar Moravec  
Ingham County Wraparound Services Coordinator  
Contact info: Office: (517) 887-4504  
E-mail: dagmarmoravec7@aol.com

TEXTBOOK AND INSTRUCTIONAL MATERIALS  
* Authors – Mary Ann Lamanna & Agnes Riedmann  
* Outside class readings/video activities

SOCIOLOGY PROGRAM LEARNING OUTCOMES  
* Be able to identify different community resources and appropriate procedures to follow in making referrals.  
* Demonstrate the ability to identify and understand marriage and family development and patterns in current American society.  
* Have an awareness of personal cognitive processes and commit to personal and professional growth and development.

Sociology 312 – COURSE OBJECTIVES  
* Ability to recognize and define terms related to relationship development, marriage and families.  
* Knowledge of the dynamics in the American culture which impact on social development of marriage and families.  
* Develop ability to recognize and interpret behaviors that are positive and healthy vs. unhealthy and destructive.  
* Ability to research and analyze information related to healthy individual functioning and development.  
* Gain knowledge of related issues: changing social patterns, relationship development, intimacy, partnership/marriage, violence, substance use, sexuality and how they impact on individuals and families.  
* Acquire knowledge and insight into the unique experiences of contemporary American families.  
* Gain an awareness of the problems and crisis situations experienced by individuals and families.  
* Develop empathy and understanding related to the healthy nurturing of individuals and youth within families/social environments.
METHODOLOGY
The participation of all students is expected. Course materials will be presented in the form of lecture, film, guest speakers, textbook, handouts, student research, student presentations, student field research and student experience. Students are expected to be respectful at all times to the instructor and to the other students. Class begins at the designated time. Students are expected to be on time. All cell phones must be off at all times. Laptops should be used for note-taking or class related purposes only.

Student papers are expected to be typed and of the highest of quality. Papers are expected to be 2 to 3 pages in length, except for the final paper, which needs to be an in-depth exploration of your chosen topic, 4-6 pages in length and double spaced. The final paper must be written in APA research format. All work MUST be completed by assigned dates. NO LATE WORK WILL BE ACCEPTED. Teacher has discretion about assignment evaluation and expectations.

Cheating and/or Plagiarism: PLEASE READ CAREFULLY!!!
Each student is expected to be honest in his or her work. Cheating and Plagiarism are dishonest. Cheating includes, but is not limited to: 1) Use of any unauthorized assistance in taking tests, quizzes, or exams; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of a test or other academic material belonging to a member of the College faculty of staff. Any interaction between students in a testing situation may be interpreted as cheating.
Plagiarism includes, but is not limited, to the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or business engaged in selling of term papers and/or academic materials. Cheating or plagiarism will result in a grade of “0” on the exam or paper in which the student engages in these behaviors. Additional disciplinary actions can be determined at the discretion of the instructor.

Grading
The following point system will be used to evaluate academic work in this class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 - 98 pts.</td>
<td>Book review</td>
<td>15 points</td>
</tr>
<tr>
<td>A</td>
<td>97 - 95 pts.</td>
<td>Film Reaction</td>
<td>15 points</td>
</tr>
<tr>
<td>A-</td>
<td>94 - 92 pts.</td>
<td>Agency/Policy overview</td>
<td>15 points</td>
</tr>
<tr>
<td>B+</td>
<td>91 - 89 pts.</td>
<td>Attendance/Participation</td>
<td>15 points</td>
</tr>
<tr>
<td>B</td>
<td>88 - 86 pts.</td>
<td>Oral Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>B-</td>
<td>85 - 83 pts.</td>
<td>Final Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>C+</td>
<td>82 - 80 pts.</td>
<td></td>
<td>100 points</td>
</tr>
<tr>
<td>C</td>
<td>79 - 77 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>76 - 74 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>73 - 71 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>70 - 68 pts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>67 - 65 pts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class Assignments

1. Due: **May 19, 2010** 15 points
   **Book Review**
   Students are to read a book that concerns dating issues or marriage/family development or problems. You are to write a 2-3-page summary of the book, connecting the information with class readings/materials and also include your opinion. The book must be non-fiction/factual and written by a professional after 2000. **The instructor must approve the book by May 12, 2010.**

2. Due: **May 26, 2010** 15 points
   **Film reflection**
   Students will be expected to analyze one film dealing with the relationships, marriage or family issues, in a 2-3-page paper. Papers should not be a word for word description of the film. You are to discuss the way individuals and/or families are portrayed in regard to credibility. What were your personal feelings and reactions to the content of the film? What made you uncomfortable? Was there crisis in the story? And was it realistic from your viewpoint? How does the film relate to classroom reading and discussions? Visit your local video store or watch a Lifetime/other TV movie and inform the instructor of your choice (I want a variety of films and topics to be covered) before **May 19.**

3. Due: **June 9, 2010** 15 points
   **Agency or Policy Review**
   Students will visit an agency that deals with a social problem associated with individuals and/or families and be one that you have never been to before. Examples: Foster Care or Adoption Agency, Marriage or Family Counselor, Parenting Class, Geriatric Facility, Domestic Violence Shelter, Substance Abuse Treatment Center, etc.
   After the visit, write a 2-3 page paper, detailing the site, it's focus/population, what kind of services the site provides, what type of issue the clients might present, how they are funded, how the site felt for you (would you recommend it to others, was staff respectful and helpful, etc) and how the agency/site fits with the information from class.
   **OR**
   Research state or federal proposals or policies that relate to Marriage, Family and Relationships.
   Explain how they do/will work, who/how it will impact, cost, your reaction to policy/proposals and connection to class/material. Finally, what would you propose if you were in charge.
   **Instructor must be informed of agency choice by June 2, 2010.**
Due: June 23, 2010

**Final research project and oral presentation.**

Each student will be expected to develop a 10-15 minute oral presentation. There is also a 4-5 page double spaced typed research final project paper due on or before the last class. The paper should include: Intro to topic, focus of paper (majority of topic paper), best practice if relevant, analysis/conclusions, and citings. The paper must have a minimum of 7 sources, with the majority being after 2005. You may also include a final paragraph with your reactions and connections to class.

**IDEAS FOR PRESENTATION TOPICS:**

- Internet Dating: compare/contrast patterns and outcomes with other forms of dating and relationship formation and outcomes
- Homeless Families
- Refugees; impact on dating, relationships, families and communities
- HIV/AIDS and its impact on dating, relationships and families
- Chronic Illness/Death and impact on Relationships and Family
- Divorce or Blended Families
- Alcohol and/or Substance Abuse
- Mental Health Issues and their impact on dating, relationships and families
- Criminal Justice Issues; What happens/to do if your parent is in jail/prison
- Impact of Physical or Sexual Abuse on dating, relationships and families
- Rural and Urban Environments Coping & Resiliency
- Ethnic Group Differences in dating, relationships and marriage
- Gay/Lesbian/Bisexual/Transgender; identity formation, dating, relationships and parenting
- Elder Care: how are individuals and families take care of their elders across Cultures

**Topic must be identified to the instructor on or by June 9**

Other topics are possible but need prior approval of instructor

**Class Schedule**

- **May 5**: Chapters 1-3
- **May 12**: Chapters 4-5
- **May 19**: Chapters 6-7
- **May 26**: Book Review Due
- **May 26**: Chapters 8-9
- **June 2**: Video Review Due
- **June 2**: Chapters 10-11
- **June 9**: Chapters 12-14
- **June 16**: Agency Review Due
- **June 16**: Chapters 15-16
- **June 23**: Chapters 17-18
- **Oral/Written Presentations**