



Syllabus for Sociology 10
Family & Intimate Relationships

Course Information

Semester & Year: Spring 2022

Course ID & Section #: Soc 10-E2799 (052799)

Instructor's name: Vanessa Vrtiak

Day/Time: Friday 10-1:10pm

Location: Humanities 213

Number of units: 3

Instructor Contact Information

Phone number: 707-496-9404

Email address: Vanessa-Vrtiak@redwoods.edu

Required Materials

Textbook title: Marriage and Family Experience (Paperback) PAPERBACK
by Cohen, Theodore F. / Strong, Bryan (9780357378229) - 14TH 21

Additional requirement: "It's All About Love." Author: Bell Hooks

Catalog Description

An introduction to the sociology of families and intimate relationships, primarily through an examination of changing family forms and household structures in the United States and abroad. The course examines historical, cross-cultural, and socioeconomic variation in families and intimate relationships. Students will learn to use a comparative perspective in the assessment of the relationship between social policy and family resilience.

Course Student Learning Outcomes

1. Differentiate between ethnocentric and multicultural understandings of the institutions of marriage, kinship, and family structure.
2. Describe how changing gender role socialization in cross-cultural and socioeconomic context affects at least one or more of the following: intimate relationships, marriage and cohabitation patterns, employment, housework, parenting decisions, childrearing practices, and violence/maltreatment in the household.
3. Engage one's sociological imagination in reflecting on personal experiences with intimate relationships and family life.
4. Make connections between social policy and its effects on family resilience.

Evaluation & Grading Policy

Individual Participation through Class Leadership/Discussion: 50%

Three Paper Assignments 25% (36 Questions that Lead to Love, Genogram Assignment, and All About Love Book Review.)

Mid-Term and Final Presentation 25%

Students are allowed one late assessment, and this must be turned in by the next class period. Group work and class assignments cannot be made up.

Prerequisites/co-requisites/ recommended preparation

Recommended Preparation English 150 or English 102

Special accommodations statement

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please contact Disabled Students Program Services. Students may make requests for alternative media by contacting DSPS at 707-476-4280.

Student feedback policy

The best way to reach me is via email or text. Please allow 48 hours for a response.

Institutional Policies

Special accommodations statement

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor

Please bring me your service forms during office hours within the first 2 weeks of class. For exams I will set up your exam in the testing center. Exams may be graded later than the other exams, due to the time it may take to receive the test back from the testing center. I will do my best to make sure that they are returned as quickly as possible. For class, feel free to use a tape

recorder if it will help, and a laptop if this is a learning support you will need. Once again, please let me know during my office hours that these are the accommodation's you are requesting.

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College C HYPERLINK "https://www.redwoods.edu/catalog"](https://www.redwoods.edu/catalog) [HYPERLINK "https://www.redwoods.edu/catalog"](https://www.redwoods.edu/catalog) [HYPERLINK "https://www.redwoods.edu/catalog"](https://www.redwoods.edu/catalog) [HYPERLINK "https://www.redwoods.edu/catalog"](https://www.redwoods.edu/catalog) [HYPERLINK "https://www.redwoods.edu/catalog"](https://www.redwoods.edu/catalog) [HYPERLINK "https://www.redwoods.edu/catalog"](https://www.redwoods.edu/catalog) [HYPERLINK "https://www.redwoods.edu/catalog"](https://www.redwoods.edu/catalog) atalog and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. A disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Cell phone use during class is also considered disruptive behavior. If you need to text or take a call please step out.

I expect everyone to arrive and be present for one another, if you are unable to do this please don't come.

Class participation and Attendance policy

Students with excessive absences (3 class periods) will need to meet with me to discuss their attendance. Students who miss more than 4 classes will be dropped from this course. Please arrive on time, and be present.

There will be no make-up of class discussions and activities-- **unless you give me a week notice that you will not be able to attend.**

Communication Guidelines

Consider including: response times to emails and messages, availability, times you will not be checking email or messages, your preferred means of contact and any other preferences, such as specifics of email subject lines, encouragement to attend office hours, or similar. You may also want to include a statement on student privacy rights, including the legal rights of students that prevent information from being disclosed to anyone (including parents/guardians) without the student's prior written consent.

Canvas

I will utilize Canvas weekly, and post your grades here. Please check Canvas at least weekly for any last minute changes to the class (cancellations, guest speakers, etc.) In addition, syllabus materials, course resources, will be posted here.

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions](https://www.redwoods.edu/admissions/Forms) [HYPERLINK "https://www.redwoods.edu/admissions/Forms"](https://www.redwoods.edu/admissions/Forms) [HYPERLINK "https://www.redwoods.edu/admissions/Forms"](https://www.redwoods.edu/admissions/Forms) [HYPERLINK](https://www.redwoods.edu/admissions/Forms)

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["https://www.redwoods.edu/admissions/Forms"](https://www.redwoods.edu/admissions/Forms) [Records](https://www.redwoods.edu/admissions/Forms) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Policies – additional

Remember this class is filled with unique, diverse people. We all have our own stories and life experiences. Please honor the diversity in this classroom and treat one another respectfully. Please listen to and respect your classmates. Side conversations, coming to class high or drunk, using your cell phone, or computer (unless approved by DSPS) will not be tolerated. You're only allowed to take hand written notes, unless you have a DSPS agreement.

Class schedule

| <i>Week</i> | <i>Date</i> | <i>Topic for the Week and In Class Plans</i> | <i>Text Chapters & Activities</i> | <i>Assignments/Due Dates</i> |
|-------------|--------------|--|---------------------------------------|------------------------------|
| <i>1</i> | <i>01/21</i> | <i>Introduction</i> <i>Review Syllabus</i> <i>Canvas</i> <i>Name Game</i> | | |
| <i>2</i> | <i>01/28</i> | <i>The Meaning of Marriage & Family</i> | <i>MFE Ch. 1</i> <i>AAL Ch. 1</i> | <i>Possible Paper Due</i> |

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| 3 | 02/04 | <i>Studying Marriages and Families</i> | MFE Ch. 2 AAL Ch. 2 | <i>Possible Paper Due</i> |
| 4 | 02/11 | <i>Variations in American Family Life</i> Film: The Mask We Live In | MFE Ch. 3 AAL Ch. 3 | <i>Possible Paper Due</i> |
| 5 | 2/18 | <i>Gender & Family Cont</i> | MFE Ch. 4 AAL Ch. 4 NO CLASS/President's Day | <i>Possible Paper Due</i> |
| 6 | 02/25 | <i>Intimacy Friendship & Love</i> Finish: The Mask We Live In Guest Speaker: Calla | MFE Ch. 5 <i>Aziaz Ansari: Modern Romance article in Time Magazine</i> | <i>Possible Paper Due</i> |
| 7 | 03/04 | <i>Understanding Sex and Sexuality</i> Guest Speaker: Chelsey from Planned Parenthood | MFE Ch. 6 AAL Ch. 5& 6 | <i>Possible Paper Due</i> <i>Due: 36 Questions that Lead to Love Assignment</i> |
| 8 | 3/11 | <i>Understanding Sex and Sexuality</i> Guest Speaker: Levia Bishop | MFE. Ch 6 Con AAL Ch. 8 | <i>Possible Paper Due</i> You're required to submit 1 paper prior to Spring Break. <i>Distribute Mid-Term</i> |
| 9 | 03/18 | <i>No Class Spring Break</i> | <i>Happy St. Patrick's Day</i> | |
| 10 | 3/25 | <i>Communication, Power & Conflict</i> | MFE Ch. 7 AAL Ch. 9 | <i>Possible Paper Due</i> |
| 11 | 4/1 | <i>Marriages in Societal and Individual Perspective</i> | MFE Ch. 8 AAL Ch. 10 | <i>Pass out take home midterm</i> <i>Possible Paper Due</i> |
| 12 | 04/8 | <i>Unmarried Lives: Singlehood and</i> | MFE Ch. 9 AAL Ch. 11 | <i>Possible Paper Due</i> |

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|----|-------|--|---|-------------------------------|
| | | <i>Cohabitation</i> | | <i>Book Review Due</i> |
| 13 | 04/15 | <i>Becoming Parents and Experiencing Parenthood</i> <i>Guest Speakers from Head Start</i> | <i>MFE Ch. 10</i> <i>AAL Ch. 12</i> <i>Brazelton's Touch Points</i> <i>The Happiest Parents on the Block</i> | <i>Possible Paper Due</i> |
| 14 | 04/22 | <i>Marriage, Work, and Economics</i> | <i>MFE Ch. 11</i> <i>AAL Ch. 13</i> HBO Film: 112 Weddings | <i>Possible Paper Due</i> |
| 15 | 04/29 | <i>Intimate Violence and Sexual Abuse</i> <i>Guest Speaker: Ivy Stebbins from NCRCT</i> | <i>MFE Ch. 12</i> Tarana Burke "Unbound" Ch. Heaven | <i>Possible Paper Due</i> |
| 16 | 05/06 | <i>Separation and Divorce</i> <i>Single-Parent Families, Remarriages, Chosen Families</i> | <i>MFE. Ch. 13, 14</i> <i>Final Presentations</i> | <i>Possible Paper Due</i> |
| 17 | 05/13 | <i>Final Presentations</i> | | |

*****I reserve the right to edit the syllabus during anytime for any reason.*****

Participation/Group Discussions:

This is a big portion of your grade. Group discussions are critical for this class, so we can all learn and grow. **You will be required to facilitate the discussion for one week out of the semester.** The group discussions are not debates. I'm hopeful that we will all consider one another's unique experiences of the world.

Papers:

Students are expected to turn in 3 reflective journals this semester.. These will be different each week depending on the material. You will be required to submit three (3) journal assignments throughout the term. You may choose the weeks that you want to write about. *But the First Journal MUST BE submitted before the Midterm Exam.*

Each assignment must be at least 2 FULL pages in length (1" margins, 12 pt font, double-spaced). Journal entries are due THURSDAYS by 11:59 PM. You will submit these in Canvas. The journal entry will cover that week's *assigned (Required) readings*. So, if you are submitting a journal entry on Friday of Week 3, the readings to be covered are the ones assigned for Week 3.

*** You cannot submit a Journal entry for a past week's readings. The readings used for a Journal must be from the current week ***

There are multiple purposes of the journal assignments. First and foremost, these assignments are designed to help you think about the assigned course material in a more concrete way. Writing these assignments will help you to organize your thoughts, prepare you to be an active, engaged participant, and show me that you are taking responsibility for doing the readings. I encourage you to once again dig deep. Pull out pieces from the weeks readings, movies, class discussions, and relate them to your own experience. If you're having trouble writing there are multiple places on campus that can help you. I'm happy to point you in the right direction just let me know.

You must include the main points from the readings, and the evidence the author uses to support their claims. How are the readings for the week connected? What are their common themes? Do you agree with the authors views? Please provide evidence to support your claims.

Genogram Assignment:

See Module on Canvas for Details

36 Questions that Lead to Love:

Please interview a loved one. You do not need to transcribe your interview. Please write a 3 page reflection paper on your takeaways from this assignment. What moved you? What surprised you? How did this assignment change your relationship with the person you interviewed? Do you believe these 36 questions can lead to love? Why or why not?

All About Love Book Review

Your paper should be 4-5 pages. What portions of this book inspired you? What concepts could you relate with? What will you intergrate into your own life? Were there ideas you did not agree with? Please include examples from the book. You will be graded on your depth. Please relate the material to your own life, but integrate Bell Hook's concepts.

Mid-Term

This will be a surprise. :) We all love a good surprise, right?

Final

Your final will be a presentation on a topic relating to Family and Intimate Relationships. I encourage you to choose a topic that we did not discuss during class or was only touched on briefly. However, if you a topic is calling to you that we did discuss follow your heart! You will present for 20 mins, and be graded by myself and your peers. A portion of your grade will also be to show up for your classmates.

After your presentation you will be required to submit a two page (double spaced, 12 point font, Times New Roman) paper on your topic. This paper should be a reflection. The first page should be what you learned from this topic, the second page what you learned in this entire course. How will you use this course in your life moving forward?

In order to pass this course you will need access to a computer (outside of class) with reliable internet and Microsoft Word. You will not need to print out anything during this course. All assignments will be submitted to me electronically.

Technology skills, requirements, and support (required for online classes)

Tech equipment and skills are required for student success, and of equal importance as required textbooks and materials,

Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

Active, critical discussion will play a very important role in this course. Participation is extremely important to the teaching/learning process. It is not that I want you to "speak" for the sake of speaking but that I want you to accept some responsibility for engaging with ideas, teaching others, and for the energy and focus of the class. Some people will always be shyer and some more "talkative" than others, but everyone should be prepared having not only read the assigned materials but also having thought carefully about them.

Many of the issues we'll cover here are not typically talked about in an academic setting. Here are some guidelines for making our discussions safe, productive, and hopefully enlightening also:

- Please be respectful of all members of the classroom community. We all come from different backgrounds and life experiences and will not agree on everything. Disagreements and debates are expected but should center on course materials, not individuals.
- Please do not use sexist, racist, classist, and/or homophobic language. Do not call one another names or use slurs.
- Take care of yourself. If you are emotionally triggered by any of the material we are covering, feel free to step away and take a breather. But please come back and rejoin the group when you are ready.

My hope is that we can create a welcoming, open, and safe environment for discussing both emotionally and academically difficult material.

As you will discover this course, and the very foundation of Sociology will encourage you to “go deep.” Some of the concepts we will explore are sensitive in nature. Although we are not meeting in person this semester, I would still like to set a tone that intentional, and collaborative. This means that we need to consider how we treat ourselves, and one another. Everyone has the right to feel safe in this course. For an environment to be safe for all, it needs to be spiritually, socially, and emotionally safe and no one should have to hide, protect, or deny their identity. We will use these strategies to promote cultural safety:

Self-reflection

- Reflecting on one’s own culture, attitudes and beliefs about “others”
- Understanding how implicit bias forms our world view

Direct Communication

- Clear, value free, open and respectful communication
- Developing trust
- Practice of receiving feedback without defensiveness or invalidating critique

Practice

- Recognizing and avoiding stereotypes
- Value marginalized voices and take action based on feedback from the most vulnerable in our community
- Understand patterns played out when we uphold dominant cultural values above all else and adjust when necessary

Center marginalized groups

- Cultural humility: we cannot know everything about every community AND we should never speak for another community
- Indigenous voices are often completely erased from the conversation. Indigenous voices must be a part of our conversations and practices.
- Language barriers often keep the most vulnerable from being able to access services. Bilingual workers should be supported and valued for the additional work they do to be a bridge to these communities.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure

your contact information is up-to-date by logging into WebAdvisor

<https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Ca HYPERLINK "http://www.redwoods.edu/online/Canvas" HYPERLINK "http://www.redwoods.edu/online/Canvas" HYPERLINK "http://www.redwoods.edu/online/Canvas" HYPERLINK "http://www.redwoods.edu/online/Canvas" HYPERLINK "http://www.redwoods.edu/online/Canvas" HYPERLINK "http://www.redwoods.edu/online/Canvas"nvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- Extended Opportunity Programs [HYPERLINK "http://www.redwoods.edu/eops"](http://www.redwoods.edu/eops)
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[HYPERLINK "http://www.redwoods.edu/eops"](http://www.redwoods.edu/eops) [Services \(EOPS\)](http://www.redwoods.edu/eops) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- The [Honors Program](#) helps students succeed in transferring to a competitive four-year school.