SO 261C (CRN 15211)
Intimate Relationships Spring 2016

This syllabus is subject to change at the discretion of the instructor.

In accordance with best educational practices, some of your work may be collected for the purpose of assessing this specific course or personal pedagogy. This work could be used for assessing course goals, establishing rubrics, modeling, publication, or other purposes. If you would prefer that your work not be used in this way, please let me know in writing.

ABOUT THE INSTRUCTOR

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E-mail: rrowley1@emporia.edu-best contact method
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Telephone 620-341-5723

REQUIRED MATERIALS
ISBN: 978-0133790962
Canvas canvas.emporia.edu

COURSE DESCRIPTION
This course is focused on theoretical and research-based understandings of marriages and families by looking at how individual relationships fit in social contexts. Social, cultural, and political factors that affect each person’s decision-making in relationships will be covered. The relationship between macro-level factors and micro-level personal choices, experiences, opportunities, and constraints is explored.

PROGRAM GOALS AND OBJECTIVES – COURSE SPECIFIC
This course is aligned with program goals to:
• Provide educational experiences, which permit students to think sociologically,
• Assist students in developing the ability to interact with people of different cultures and socioeconomic backgrounds.

In order to accomplish these goals, this course focuses on the following program objectives:
• Provide examples of how culture and social structure shape individual lives,
• Demonstrate critical thinking skills, including analysis and synthesis of key course concepts and theories,
• Raise a sociologically relevant question and outline a process and method by which the question might be researched and answered,
• Critically evaluate published quantitative and qualitative research reports, scholarly articles, policies, and media information,
• Effectively express and communicate sociological knowledge inside and outside the classroom,
• Gain knowledge about how social factors such as race, gender, sexuality, social class, and age frame social interaction and perceptions at the local, national, and global levels,
• Participate in in-class and outside the classroom learning activities that will provide for student’s interaction with people from different cultural and socio-economic backgrounds, and
• Critically examine their belief and value systems in light of current sociological literature.
COURSE OBJECTIVES
Upon completion of this course, you will be able to:
• connect social theory to reality in regards to relationships,
• understand the basic concepts, theories, and research methods of relationship research,
• apply this knowledge in various contexts,
• understand the interplay between social, cultural, and political factors and how these factors affect decision-making in relationships,
• communicate clearly in written and oral format,
• critically think about relationships and how the information learned can be useful in both personal and professional life.

EXPECTED STUDENT LEARNING OUTCOMES
• Students will gain an understanding of their own social location and how that impacts their beliefs and perspectives.
• After critically thinking about their own family of orientation, students will be able to determine their social class and evaluate how their social class is similar and different to other social classes in regards to college attendance/matriculation and health.
• Students will be able to evaluate their knowledge of love in reference to love theories and be able to identify their own love language and how that impacts their romantic relationships.
• Students will be able to conduct several naturalistic observations of body language and analyze this body language in order to determine the conversation topic and emotional aspects of the individual.
• After viewing several YouTube videos, students will evaluate the impact media will have or does have on their children and build an action plan of how to mitigate this impact in their own and other’s children.
• After viewing several TedTalk and YouTube videos, students will be able to assess ways to build prevention projects to fight against intimate partner violence.
• After working in class on problem behaviors in relationships, students will be able to create their own bottom line.
• Once students attend a presentation on consent by guest speakers, they will be able to discuss the legal and social aspects of consent in many scenarios.
• Students will be able to choose a topic for research, find relevant information about that topic, develop questions concerning the topic, conduct interviews and analyze the information, and present their findings view PowerPoint poster OR write an analytical research paper about the topic.
• After utilizing a government website, students will understand the costs associated with raising a child in the United States.
• After working in class and interviewing a parent, students will be able to apply an unearned salary amount to household labor and analyze how household labor is divided.

RESUME BUILDING
Upon completion of this course and acceptable completion of the assignments, you will gain/maintain the following job skills:
• Organization, Timeliness, and Accountability
• Critical Thinking, Communication, and Conflict Resolution Skills
• Literature Review/Community Service/Interviewing
• Professional Writing, Public Speaking, and Presentation Skills
People Skills (don't ever just put people skills on your resume though .. explain it)
I CARE ABOUT EACH STUDENT IN MY CLASSROOM AND THE LEARNING THEY ACQUIRE.

- In the event you are overwhelmed by in-class discussions, please feel free to step out and compose yourself.
- In the event you feel you are not being taught well, please come talk to me about your concerns. I welcome constructive criticism and never want to be surprised by a teaching evaluation comment. It is as much your responsibility to make this course great as it is mine.
- If you ask a question in person, in class, via email/Canvas, I will most likely refer you to a resource. I want you to learn how to answer your own questions.
- I have a deep passion for the subject matter of this course. If you feel I have not made a connection known between an assignment or in-class activity and the course topic, please let me know so I can rectify the problem.
- All coursework turned in via Canvas has a rubric associated with it. I grade using this rubric. I’ve put a great amount of thought and reflection into these rubrics so I can communicate exactly why you receive the grade you do. When checking your grade, also check the rubric explanation and any general comments provided on Canvas.
- My expectation is that you participate in class discussions. If you feel the discussion has provided no real learning opportunities for you, make the discussion better by participating.
- Providing detailed instructions for assignments is not an easy task. There are many different learning styles and communications styles. Each individual has a preference for each, which makes it difficult to address each and every task in a way that will be understood by all individuals. I do my best to accomplish this; however, if something is not understandable, talk to me (phone, email, Canvas, face-to-face, Dr. Rowley’s Classes Facebook page, text, heck even put it on Yik Yak – I might see it).
- My teaching style is to provide hands-on, thought-provoking, discussion-stimulating types of activities. If this is not conducive to your learning style (you like tests better – this may not be the course for you).
- I have 10 years of experience teaching undergraduate students. I’ve taken classes on teaching pedagogy, teaching philosophy, technology in the classroom, flipped classrooms, etc. I develop the course based on what I’ve learned, experienced, tried, and researched. While you may personally choose not to learn anything in the course, this does not imply I didn’t teach anything.
- My goal is to have your assignment graded with feedback (rubric and general comments – I will NOT edit your paper) within one week of the due date. Remember, you are not the only person in the class and this is not my only class. On average, I have nearly 300 students each semester.
- I want you to call/text/visit me in my office. I really do! Students who make connections with their professors tend to perform better in the classroom and on assignments.
- When you email me, email me through CANVAS. In this way, I will know exactly which class you are in. Be specific in your email (I need help with the assignment should be I need help with the [name of assignment] assignment.
- My name is Dr. Rowley, please address your email to me in this way. Other salutations will most likely elicit no response from me. Anything addressed to Mrs./Miss/Ms. Rowley will definitely be ignored!
- My goal is to respond to your email within 48 business hours. The weekends are for my family. I’ve worked very hard to earn the right to no longer work on the weekends unless I choose to. Because of this, I don’t check my email on the weekends.
- I expect each of my students to set goals that are challenging – not just the bare minimum that has to be done.
- We have a shared responsibility for what you learn in this course!

ATTENDANCE POLICY
You are officially an adult – or you’ve been one for a while. No one is going to call a truancy officer on you. No one needs to call you in sick. While I care about each and every one of you, if you are going to be gone for one day, THERE IS NO NEED TO EMAIL ME! I typically have over 200 students per semester and I don’t need that many emails. If you are going to be absent for more than one class period; however, it would be best we communicate why. I don’t take attendance, but we do have in-class activities that are very important for you to attend and participate. There are NO MAKE-UPS for in-class activities. If you are in sports, theater, debate, going on a conference, etc. – school related activity with verification – we can work something out for those missed opportunities. If it’s not school related, there are NO MAKE-UPS!
COURSE ASSIGNMENTS (See course schedule for due dates)
Assignments in this course are how the instructor is able to assess your knowledge gained. Since there are no exams in this course, some type of assessment must be used to determine if each student is gaining the necessary skills and knowledge expected by the instructor.

Below are general course assignment instructions.

- All assignments will be submitted via CANVAS unless otherwise noted. Emailed documents will NOT be accepted.
- All assignment instructions and rubrics are located on CANVAS in the modules.
- Only put your E# at the top of each assignment (no names, no course name, no date)-in the event more than the E# is included, the paper will receive a zero.
- College-level writing is expected for ALL submissions. Points are not award for writing appropriately; however, in the event writing causes difficulties in understanding the submission, points will be decreased.
- Use APA for your essays -- this is only for citations and references. You do NOT need a cover page, running header, or a special font.
- Cite any sources you use -- this includes prior learning so I understand where your thoughts are coming from; otherwise, the paper will receive a zero for plagiarism.
- Do not use first person unless specified in the actual assessment instructions.

A list of assignments, points possible, and due dates is available in the module section of CANVAS; however, other assignments, pop quizzes, exams can be added to the course in the event the instructor determines they are necessary for a better understanding of the material.

- Application Assessments can be viewed as your test over specific subject matters. It’s just that these “tests” are available ahead of time, you can do them wherever, and you can ask questions.
- The final assessment is your “final exam.” You have two options to complete this requirement: Poster or Test. You only have to do one but you must decide by a specific date.

This course uses a fabulous resource called an “embedded librarian.”
The current librarian for the department is Alex Mudd.
He is listed as a teaching assistant in this course.
He has/will also be developing LibGuides to help walk you through how to find credible peer-reviewed articles for your topic.
Another way to get help is to actually go to the library if you are able.

EXTRA CREDIT
Extra Credit is offered in this course based on the following instructions and opportunities.

EXTRA CREDIT IS ONLY ACCEPTED TO ENHANCE A GRADE EARNED ON AN ASSIGNMENT. EXTRA CREDIT IS NOT ALLOWED TO REPLACE POINTS FOR AN ASSIGNMENT NOT COMPLETED.

Choose two campus or community events to attend during the current semester that will apply to the course. Write at least 400 words including the event details (no more than a paragraph) and how this event applies to the course by using concepts and terminology from the textbook. Submit your work under the appropriate extra credit assignment. In the event a submission is made without a clear connection to the course, the submission will be refused; otherwise, valid and accurate submissions will receive up to 5 extra credit points (2 of these points are for just attending. If 2 points is all you want, provide some type of proof of attendance).
GRADES:
Final course grades will be based on the plus/minus grading system. I do NOT give out grades over email. If the final assessment isn’t completed the highest grade that can be earned in this course is a D. The final grade will be based upon the following assignments unless additional assignments were added:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments (5 @ 5)</td>
<td>25</td>
</tr>
<tr>
<td>Short Vignettes</td>
<td>30</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>30</td>
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<tr>
<td>In-Class Activities</td>
<td>80</td>
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<tr>
<td>Total</td>
<td>165</td>
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</tbody>
</table>

Grades are meaningless if they are not a legitimate reflection of student learning. Excellence—even competence—in any academic area is seriously jeopardized by bullying. See CANVAS for examples.

INCOMPLETES:
The grade “I” (incomplete) is given only for personal emergencies that are verifiable and when the student has completed passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the “incomplete” as soon as possible during the following semester. For further information about this university policy, please see pg. 28 of the University Catalog or consult with your professor and department chair.

EARLY WORK AND LATE WORK POLICY:
Every assignment has a due date and all assignments are due by 11:59 of the day they are due unless otherwise noted.

One day late (starting at midnight) = 20% reduction in possible points
Two days late=30% reduction in possible points
Three days late=40% reduction in possible points
Four days or more late=50% reduction in possible points
After one week (7 days), late work will not be accepted.

If your computer malfunctions, use a university computer or library computer in your home town. Be sure to save your work as you go and store it in more than one place so as to not lose your work (I use OfficeLive.com and dropbox.com to store my work). Be sure to allow yourself enough time to problem solve if you happen to have technical difficulties or any other difficulties. (i.e. your home computer won’t let you on Canvas to submit a paper so now you have to go on campus to submit your work, OR you have the flu and the due date is tonight, OR you get injured and now you are on pain meds and can’t get your work done, etc.).

Create goals to get assignments done earlier than the due date to allow for possible illnesses, disasters, tragedies, etc. Procrastination or a lack of knowledge of due dates and/or assignments is unacceptable. Mental and/or physical illnesses must be accompanied by a disability services letter. Problems at home/work are areas all of us must deal with and determine what is most important to us. If the choice is home/work, then the natural consequence is lower scores or zeros for unfinished school work. Problems with last minute attempts to complete and/or submit an assignment will not be grounds for exemptions from this late work policy.

Lack of preparation on YOUR part does not constitute an emergency on MY part!
COURSE EXPECTATIONS (YOU AND ME):

My expectations of YOU:
• Attend class
• Be responsible for your own education
• Read the chapter being discussed in class BEFORE coming to class - See second bullet!
• Be respectful of others: There are two parts to respecting others. First, arrive on time and stay attentive during class. Engaging in private conversations or packing up before the end of class is distractive and does not enhance the learning environment. This includes the need to turn off cell phones. Secondly, while we are discussing issues in the class, some people may voice views that are not in correlation with your own views. Disrespect of another person's views will not be tolerated. Diversity of thought is valuable and is expected to be respected in this classroom. However, views expressed in class are expected to be based on academic understandings rather than another belief system and be respectful of marginalized populations.

My expectations of ME:
• Be prepared and organized for class.
• Be open to suggestions. If there is something that could improve the class or a topic you feel would work well with what we are learning, tell me. I love other’s inputs.
• Make expectations clear for assignments, exams, readings, Canvas navigation, etc. If you are not clear on anything, please come to me so we can rectify the problem.
• Provide assistance when asked. You do have to ask but once I know you need help, I will help.
• Take into account individual differences if needed and be fair in evaluations and grading.

ACADEMIC DISHONESTY POLICY:
Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the University. Violations of classroom standards include:
  a. Cheating in any form, whether in formal examinations or elsewhere.
  b. Plagiarism, using the work of others as one’s own without assigning proper credit to the source.
  c. Misrepresentation of any work done in the classroom or in preparation for class.
  d. Falsification, forgery, or alteration of any documents pertaining to academic records.
  e. Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

University policy states the following:
The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion for the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

FACULTY INITIATED STUDENT WITHDRAWAL:
If a student’s absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student’s progress or that of the other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been
unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.

FACEBOOK AND OTHER SOCIAL NETWORKING POLICIES:
While I greatly appreciate the idea of “friending” my students or accepting “friend” invites, in order to keep a balance between family and work life as well as encouraging healthy boundaries, I will not accept a friend request from a current or possible future student. However, I have a group page you can join called Dr. Rowley’s Classes. This is a fabulous resource where you can get assistance from fellow classmates and prior students who know how I teach and my expectations.

FERPA (Family Educational Rights and Privacy Act of 1974)
FERPA is a Federal law which provides that the institution will maintain the confidentiality of student education records. I am not allowed to reveal any aspect of your educational experience to others without prior written authorization (FERPA release form) provided by you; therefore, do not have other people contact me to discuss your grade in my class without first providing the necessary documentation. You can find the release form at Information Release Form.

GENERAL EDUCATION:

Purpose:
Emporia State University is committed to providing a liberal (this is not political; this could also say “universal”) education for all its students. One important component of this liberal education is the completion of all designated general education requirements. This general education core curriculum is the heart of the college experience at ESU and is integral to the student’s major program. The goals of this general education program reflect the mission of this institution and are common to all student programs, regardless of majors and career goals. The general education curriculum provides the intellectual background and skills necessary to be "an educated person," as it improves and enhances quality of life.

As a result of completing the general education program, graduates of Emporia State University will be knowledgeable of our pluralistic society; be able to think with breadth and comprehension, to communicate effectively, to understand what it means to be human, and to function with skill and knowledge in the everyday world.

Goals: The general education curriculum ensures that students will:
1. Develop proficiency in written and oral communication, and in mathematical computation, reasoning and problem solving. Graduates of ESU must achieve proficiency in basic skills. Our goal is to significantly raise the basic skills of Emporia State University students.
2. Learn the basic concepts and principles, the history, and the mode of inquiry of the various general education disciplines: the fine arts, history, literature and philosophy, the social behavioral sciences, and the life and physical sciences.
3. Learn how to make connections between the disciplines within the general education curriculum, apply knowledge from the perspective of these disciplines, think critically, analyze issues, and clarify values.
4. Understand cultural diversity in the contemporary world, and increase their awareness and acceptance of similarities and contrasts in people of different cultures, nationalities, religions, races, and genders.
5. Develop a commitment to scholarship, intellectual curiosity, lifelong learning and the life skills necessary to function as healthy and effective citizens.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading BEFORE class</th>
<th>Activities and What's Due</th>
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<tbody>
<tr>
<td>20-Jan</td>
<td>Introduction, Syllabus and Handout, Canvas</td>
<td>Infograph of Syllabus Due</td>
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<tr>
<td>22-Jan</td>
<td>Chapter 1: Why Study Families and Other Close Relationships</td>
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<tr>
<td>25-Jan</td>
<td>Chapter 1: Why Study Families and Other Close Relationships</td>
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<tr>
<td>27-Jan</td>
<td>Chapter 1: Why Study Families and Other Close Relationships</td>
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<tr>
<td>29-Jan</td>
<td>Chapter 2: Social Status: Sex, Gender, Race, Ethnicity, and Social Class</td>
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<tr>
<td>1-Feb</td>
<td>Chapter 2: Social Status: Sex, Gender, Race, Ethnicity, and Social Class</td>
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<tr>
<td>3-Feb</td>
<td>Chapter 2: Social Status: Sex, Gender, Race, Ethnicity, and Social Class</td>
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<tr>
<td>5-Feb</td>
<td>Chapter 3: Building Relationships</td>
<td>Social Class Due</td>
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<tr>
<td>8-Feb</td>
<td>Chapter 3: Building Relationships</td>
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<tr>
<td>10-Feb</td>
<td>Chapter 3: Building Relationships</td>
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<tr>
<td>12-Feb</td>
<td>Chapter 4: Love and Loving Relationships</td>
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<tr>
<td>15-Feb</td>
<td>Chapter 4: Love and Loving Relationships</td>
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<tr>
<td>17-Feb</td>
<td>Chapter 4: Love and Loving Relationships</td>
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<tr>
<td>19-Feb</td>
<td>NO CLASS - CONFERENCE</td>
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<tr>
<td>22-Feb</td>
<td>Chapter 5: Sexual Identity, Behavior, and Relationships</td>
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<tr>
<td>24-Feb</td>
<td>Chapter 5: Sexual Identity, Behavior, and Relationships</td>
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<tr>
<td>26-Feb</td>
<td>Chapter 5: Sexual Identity, Behavior, and Relationships</td>
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<tr>
<td>2-Mar</td>
<td>Chapter 6: Communication, Conflict, and Power in Our Relationships</td>
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<td>4-Mar</td>
<td>Sliding and Communication Danger Signs</td>
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<td>7-Mar</td>
<td>Speaker Listener Technique</td>
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<tr>
<td>9-Mar</td>
<td>Mate Selection</td>
<td>Not Really Stalking When It's Research Due</td>
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<tr>
<td>11-Mar</td>
<td>Chapter 7: Marriage</td>
<td>Short Vignette Due</td>
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<td>March 14-18</td>
<td>NO CLASS - SPRING BREAK</td>
<td></td>
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<tr>
<td>21-Mar</td>
<td>Chapter 7: Marriage</td>
<td>Choice for final assessment due on Canvas - Poster OR Exam</td>
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<tr>
<td>23-Mar</td>
<td>Life Happens</td>
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<tr>
<td>25-Mar</td>
<td>NO CLASS - CONFERENCE</td>
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<tr>
<td>28-Mar</td>
<td>Chapter 9: Raising Children</td>
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<td>30-Mar</td>
<td>Costs of Raising a Child - OCA</td>
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<tr>
<td>1-Apr</td>
<td>Chapter 10: Families and the Work They Do</td>
<td>Final Step One Due</td>
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<td>4-Apr</td>
<td>Chapter 10: Families and the Work They Do</td>
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<tr>
<td>6-Apr</td>
<td>Chapter 10: Families and the Work They Do</td>
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<tr>
<td>8-Apr</td>
<td>Chapter 11: Family Stress and Crisis: Violence among Intimates</td>
<td>Final Step Two Due</td>
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<tr>
<td>11-Apr</td>
<td>Chapter 11: Family Stress and Crisis: Violence among Intimates</td>
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<tr>
<td>13-Apr</td>
<td>Chapter 11: Family Stress and Crisis: Violence among Intimates</td>
<td>Kids and Media Due</td>
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<tr>
<td>15-Apr</td>
<td>Chapter 11: Family Stress and Crisis: Violence among Intimates</td>
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<tr>
<td>18-Apr</td>
<td>Chapter 12: The Process of Divorce</td>
<td>Intimate Partner Violence Due</td>
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<tr>
<td>20-Apr</td>
<td>Chapter 12: The Process of Divorce</td>
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<tr>
<td>22-Apr</td>
<td>Chapter 13: Family Life, Partnering, and Remarriage after Divorce</td>
<td>Final Step Three Due</td>
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<tr>
<td>25-Apr</td>
<td>Chapter 13: Family Life, Partnering, and Remarriage after Divorce</td>
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<tr>
<td>27-Apr</td>
<td>Chapter 14: Families in Middle and Later Life</td>
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<tr>
<td>29-Apr</td>
<td>Chapter 14: Families in Middle and Later Life</td>
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<tr>
<td>2-May</td>
<td>Resiliency</td>
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<tr>
<td>4-May</td>
<td>NO CLASS - Instructor available in office for questions about final</td>
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<tr>
<td>6-May</td>
<td>NO CLASS - Instructor available in office for questions about final</td>
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<tr>
<td>12-May</td>
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<td>Final Step Four Due by 12pm for Poster OR Final Exam</td>
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<td>Available from 10:10am - 12pm. ONLY ONE OF THESE HAS TO BE DONE AND THE CHOICE WAS MADE EARLIER IN THE SEMESTER.</td>
</tr>
</tbody>
</table>