

Department: Sociology
 Academic Year: 2014-2015, Term 1
 Course title & number: Interpersonal Dynamics: SOCI 476-001
 Course schedule: Tuesday and Thursday from 2 pm to 3:30 pm
 Location: LASR 102

Professor: James Ponzetti, Ph.D., D.Min., CFLE, CCFE
Office location: ANSO #2118
Office phone: 604 -822 -3778
Office hours: Tuesday & Thursday 11 a.m.-noon or by appointment
E-mail address: james.ponzetti@ubc.ca

Course Description: Interaction processes in close relationships, especially within families. The course focuses on marital dynamics and processes.

Prerequisites/Course Restrictions: One of SOCI 100, SOCI 200.

Course objectives: Upon completion of this course, students should be able to:

1. Describe processes related to marriage formation and maintenance.
2. Discriminate popular from scholarly writing on a topic pertaining to marital dynamics, and critically evaluate/compare each form of writing to the other.
3. Demonstrate an ability to synthesize theoretical and conceptual literature on marital relationships.
4. Demonstrate critical thinking skills through evaluation of course readings, participation in class discussion, and completion of assignments.

Course web site and e-mail: Students will be using the Blackboard system to complete all exams and other course content (e.g. assignments, course materials, grades). The Blackboard system can be accessed by students using their Campus-wide login (CWL) via <http://connect.ubc.ca>

The professor may occasionally send students messages during the term. If so, the Enrollment Services' (Registrar's) class list mailing system will be used. Students can have Enrollment Services direct emails to whichever account they indicate. To do this, just login to the Student Service Centre and click on Email Address Update. This is where students' current email address was last recorded, and the option to update it if students' wish.

The professor does not have time to respond to e-mail with adequate detail to clarify questions. Thus, students are **not** encouraged to use e-mail to communicate with the professor unless absolutely necessary; rather, meet with him in person.



Format of the course: A seminar for the study of marital interaction and interpersonal processes. Students will have the opportunity to demonstrate skills and knowledge through ongoing class participation, presentations, and other course activities. Student involvement is critical to passing this class.

About the professor: Dr. James Ponzetti is an Associate Professor in the Department of Sociology. He earned a Doctor of Philosophy in Family Studies at Oregon State University and a Doctor of Ministry in Advanced Pastoral Studies from the San Francisco Theological Seminary. He previously served on the faculty at the University of New Mexico, Central Washington

University, and Western Illinois University. He founded and directed the Oregon Family Nurturing Center, Inc. before moving to UBC. As a Certified Family Life Educator in both Canada and the United States (C.C.F.E., Family Services Canada, and C.F.L.E., National Council on Family Relations), he is committed to the enhancement and promotion of family life education. On a personal note, he is married and the father of four children. His family lives in Vancouver, Washington with Leo, their pet basset hound.

Required reading: Coontz, S. (2006). *Marriage, a History: How Love Conquered Marriage*. New York, NY: Penguin.
 Fowers, B. (2000). *Beyond the myth of marital happiness*. San Francisco, CA: Jossey-Bass.
 Gottman, J. (1994). *Why marriages succeed or fail*. New York, NY: Simon & Schuster.

Holidays: Classes do not meet on

- Tuesday, Sept. 2 for Imagine UBC orientation program,
- Monday, Oct. 13 for Thanksgiving, and
- Tuesday, Nov. 11 for Remembrance Day.



Schedule	Reading	Assignments
Week 1 Sept 2-4	Imagine UBC day—no class on Tuesday Introduction & review Blackboard Coontz: Meaning of marriage	syllabus Chapters 1-3
Week 2 Sept 9-11	Coontz: Part 2 Era of political marriage	9/9--Syllabus check-up Chapters 4-6 Discussion questions due
Week 3 Sept. 16-18	Coontz: Part 2 continued	Chapters 7-9
Week 4 Sept. 23-25	Coontz: Part 3 The love revolution	Chapters 10-12
Week 5 Sept. 30-Oct. 2	Coontz: Part 3 continued	Chapters 13-14
Week 6 Oct. 7-9	Coontz: Part 4 Transformation	Chapters 15-17 10/9—Reading check-up
Week 7 Oct. 14-16	Fowers: The myth of marital happiness	Chapters 1- 4
Week 8 Oct. 21-23	Fowers: A new vision	Chapters 5- 6
Week 9 Oct. 28-30	Fowers continued	Chapters 7-8 Research article synthesis due
Week 10 Nov. 4-6	Fowers continued	Chapters 9-10 11/6—Reading check-up
Week 11 Nov. 11-13	Gottman: What makes marriage work?	Chapters 1

Week 12 Nov. 18-20	Gottman: Marriage styles Warning signs	Chapters 2 3- 4 11/20—Reading check-up
Week 13 Nov. 25-27	Gottman: His & Hers Your marriage	Chapters 5 6- 8
Dec. 2-17	Final examination period	

Class schedule & outline

Course expectations

- Preparation, attendance,** and effective way to *prepare* is to read. It is stated in the UBC Calendar classes. Attendance means when class begins, and staying plan to be absent for varsity commitments, cannot assume consider dropping this course



participation are essential to learning. The most all the assigned material before coming to class. that students are expected to *attend* all their being physically present at the scheduled time until the end of the class period. Students, who athletics, family obligations, or other similar they will be accommodated, and should seriously before the withdrawal date.

Tardiness is disruptive to class so make arrangements to arrive on time. Missing the opportunity to learn in class (through absence or tardiness) is the most typical reasons for students' lack of learning/success. Please note that unexcused absences or recurrent tardiness result in a lower course mark regardless of exam performance. Preparation and attendance is considered and any marks added or subtracted are at the discretion of the professor. Students, who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should seriously consider dropping this course before the withdrawal date.

In the event of an emergency, notify the professor as soon as possible. The professor's phone number and/or e-mail address are on the first page of this syllabus. Emergencies are events like death or severe illness--not routine dental appointments, job interviews, vacations, over-work and so on. Written notification documenting such an emergency is required and must be submitted to the professor within one week of returning to class after the absence; otherwise, the absence will be treated as unexcused. The professor may require verification of the reason for the absence in order to determine whether it is excused. Unless the student is notified otherwise, assume all absences to be unexcused and expect marks to be deducted at the discretion of the professor.

Take note that *unexcused absences or recurrent tardiness result in a lower course mark regardless of performance on other course work*. To be specific, five marks for each unexcused absence and/or lack of preparation may be deducted at the discretion of the professor. Similarly, recurrent tardiness or the lack of participation may result in fewer marks dependent on the extent of tardiness. **Students must recognize the unpretentious expectation to attend all classes on time.** Be forewarned, do not miss class!

- Participation** cannot take place unless each student is consistently present during scheduled class time. Students must demonstrate active involvement in discussions and activities by verbally sharing their ideas, perceptions, and reactions during class. In addition to absence, recurrent tardiness is disruptive to class. *Attentiveness is critical* to student learning. Students are expected to read all the assigned material prior to coming to class in order to raise questions, offer comments, and, in general, discuss material. Accordingly, students should focus and pay attention to class discussion and not be distracted by other work, daydreaming, engaged in side conversations, or sleeping.

Class sessions provide an opportunity to *actively participate* through asking questions, and making thoughtful contributions. Students may be asked to engage in short participatory-learning activities (e.g., completing questionnaires, thoughtful discourse, class discussions etc.). These activities are for students benefit. Attentiveness and participation provide the professor an indication of interest and engagement in the course.

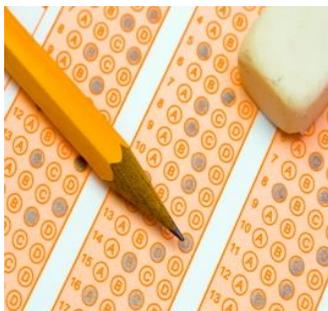
Part of this class (and life in general) is time management. All assignments must be submitted before the beginning of the first class meeting of the week a specific topic is covered. If students are absent on a day that an assignment is expected, arrangements must be made to submit the assignment *before* the due date. Generally speaking, late assignments are **not** accepted.

Class participation is expected to occur on a regular basis. Participation is worth 10% of the final mark. Activities may be scheduled at various times during the term. These activities must be completed in class or posted on Blackboard according to the prescribed schedule as required.

Students who do not prepare, attend, and participate receive a lower mark for the course so plan on being present, attentive, and an active participant throughout the term. Various writing assignments, learning activities, and examinations are used to assess comprehension and integration of class materials. Although all assignments must be submitted to pass the course, doing so is only evidence of a C mark at best. Further, students who neglect their academic work or assignments may be excluded from the final examination as specified in the UBC Calendar.

3. **Discussion questions.** Students must post at least one question based on the assigned reading for a given week by the first meeting of the class on Blackboard. More than one question is encouraged. These questions facilitate class discussion and may be used on subsequent reading check-ups so a simple yes/no question is not appropriate. The first questions must be posted by Sept. 9. In sum, questions are worth 10% of the final mark.
4. **Reading check-ups.** *One quiz* (directed at the syllabus and practice with Blackboard) and *three reading check-ups* are scheduled during the term. The quiz and reading check-ups are administered on Blackboard on September 9, October 9, November 6, and November 27. Students are responsible for accessing the exam on Blackboard between 2 pm and 2:15 pm. The exam format is variable as determined by the professor. Exams are collectively worth 65% of the final mark.

The exams cover information from the textbook and class discussions/activities. Students are responsible for all of this information regardless of attendance. No study guides are provided. Students are responsible for reading, reviewing, and remembering the assigned reading and lecture material for each exam. Accordingly, class meetings offer the ideal forum to clarify any question or confusion, but only if students take advantage of this time and raise such issues. The professor encourages student involvement in all class sessions.



Unusually, due to unpreventable circumstances or an extraordinary emergency (e.g., illness documented by a physician that explicitly states attendance was not possible), a student is not able to take an exam. If such an absence occurs, exams may be granted and scheduled at the discretion of the professor. Obviously, this is tedious so students are encouraged to attend all class sessions.

5. Research article synthesis and reflection. Students are required to read, summarize, and reflect on recent literature about marital relationship dynamics. Recent means published within the last decade. This assignment helps

students accomplish the learning objective of comprehending, evaluating and using various forms of literature on a given content area and serves as a step in developing important skills useful in other courses. This paper is due at the beginning of class October 30th. **Submit a print copy**—no electronic submissions are acceptable.

This course adheres to an empirically grounded, social science approach to understanding marital relationships. Social scientists, however, are just one of many groups concerned with relationships. Film makers, journalists, theologians, and poets are examples of others who have been concerned with intimate relationships. Students are expected to review the literature on a narrowly defined topic pertaining to marital relationships. Compare and contrast relationship advice that appears in a popular source with scholarly research. Determine the accuracy of popular sources and suggest ways research findings support or contradict these sources. Briefly describe the key insights of popular sources on marital relationships. If popular media deviates from social science, offer and discuss probable reasons. This paper is worth 15% of the final mark.

These papers must include: 1) an introduction in which you “hook” the reader and briefly outline the topic and what will be addressed; 2) review of the empirical literature; 3) conclusion which includes a discussion of the studies’ limitations and directions for future research; and 4) references. Please use the APA guide (6th ed.) to format your entire paper including title page, layout (e.g., headers, page numbers), font type and size, punctuation, citations, references, etc. Students who are not familiar with APA format should either buy the Publication Manual of the American Psychological Association (6th Ed.) or make sure that you have access to a copy of it. APA also has a website (<http://apastyle.apa.org>) that is quite helpful. Students are responsible for applying APA formatting in all written assignments.

As professor, I will do my best to reach out and offer support during the term if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns academic, financial, or mental health responded to in a more coordinated possible connection to resources like counseling, or other resources and information is treated confidentially and success and wellbeing. For more



using Early Alert. The program allows concerns to be identified sooner and way. This provides you with the earliest academic advising, financial advising, support to help you get back on track. The is sent because I care about your academic information, please visit earlyalert.ubc.ca.

Course requirements,

weight, & due dates

Assignment	Worth	Date due	Score	Goals addressed
Attendance or tardiness	5/unexcused absence or tardy	Ongoing		1, 3, 4
Active participation	5/inactive class	Ongoing		2, 4
Syllabus quiz	5	Sept 9		syllabus
Discussion questions	10	Sept 9		1, 3, 4
Reading check-up 1	15	Oct 9		3, 4
Reading check-up 2	15	Nov 6		1, 4
Reading check-up 3	15	Nov 20		1, 4
Research article synthesis & reflection	20	Oct 30		3, 4
Final exam	20	As scheduled by professor—December 2 (tentative)		1, 2, 3, 4

Grading criteria: Grading is an involved and difficult process. The professor has been entrusted with the responsibility to provide a balanced and equitable assessment of students’ performance in this class. Grades reflect both effort and

merit, *not effort alone*. Moreover, it is important to remember that a grade is not an evaluation of the student as a person, rather it is simply an evaluation of the quality of work in light of the requirements for this course. Grades are measurements of the course objectives. As such they directly relate to the course objectives stated above.

The grading guidelines provided in the UBC Calendar are the basis for assessment. These guidelines can be found at <http://students.ubc.ca/calendar/index.cfm?tree=3,42,96,0>. Students are responsible for reviewing this information.

Various writing assignments, learning activities, and examinations are used to assess comprehension and integration of class materials. Students who neglect their academic work or assignments may be excluded from the final examination as specified in the UBC Calendar. Although **all assignments and exams must be completed by the posted due date to pass the course**, completing this work with due earnestness is only evidence of a C mark. In order to earn an A or B mark, students must excel in some way; that is, go beyond simply doing what is required and described in this syllabus.

Policies & Procedures

Course policies:

Syllabus: Students are expected to be familiar with all material outlined in this syllabus. Portions of this are subject to change. All changes will be discussed in class. Students will be held accountable for all changes regardless of their attendance.

Academic Integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). In order to provide a learning process and academic environment that permits students to pursue educational goals, it is essential for all students to maintain academic integrity.

Students are expected to exhibit academic honesty in every class at UBC. Students should review and be familiar with the “Academic regulations” section of the UBC Calendar for university policy on cheating, plagiarism, and other forms of academic misconduct. For further information, the UBC library site (see <http://www.library.ubc.ca/home/plagiarism/>) is excellent. Incidents of academic dishonesty will result in failing this course and referral to the appropriate University officials.

Disability Accommodations: The University accommodates students with disabilities who have registered with the Disability Resource Centre. Students who want special accommodation must notify the professor in writing **within the first week of class**, clearly describing what accommodation is needed and why. It is not acceptable to request special accommodation later in the term except under extraordinary circumstances. All information regarding disabilities is confidential.



Attendance is mandatory. The UBC Calendar states: “Regular attendance is expected of students in all their classes (including lectures, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations.” Bona fide religious obligations that conflict with attendance, submitting assignments on time, or completing scheduled quizzes are considered on a case by case basis. Students must notify their instructors

in writing during the first week of classes if they want any accommodation on these grounds. **Marks are deducted for failure to attend all classes.**

University Sanctioned Activities: Students who miss class due to participation in university sanctioned activities must identify themselves *prior to missing class* and make arrangements to complete missed work. In addition, students must provide me with a copy of their travel schedule.

Marks are only communicated in person, through Blackboard, or in written form. If students wish to inquire about their marks, then office hours are scheduled for such discussions. In order to enhance privacy and insure confidentiality, individual student marks are not discussed immediately before, during, or at the end of class. **E-mail does not suffice** to address this issue rather students are expected to meet with the professor in person if there are any questions.



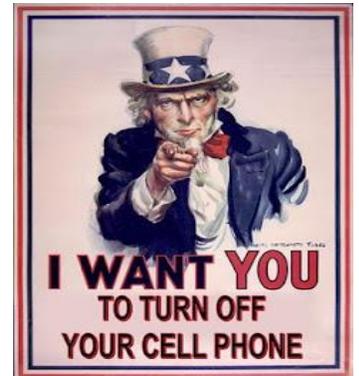
Students must arrange to review completed assignments within one month of receiving marks on the assignment. **All assignments must be submitted to pass the course. Yet, realize that doing so is only evidence of a “C” mark.** Examinations and submitted assignments remain the property of UBC.

Late Policy: Late assignments are **not** accepted. Any late work will be given a failing grade (0).

Incompletes: Incompletes are given at the discretion of the professor and only in extremely unusual circumstances. Further, the student must be passing the course and have a reasonable possibility of completing the material in a timely manner in order to even receive consideration.



Computers and other electronic implements: The Sociology faculty have discussed and concurred that as a general guideline, **no** computers or other electronic devices (especially cell phones) are *permitted in class*. Accordingly, using laptops and tablets (i.e., iPads) in class is prohibited unless previous arrangements have been made with the professor which may include a demonstration of how it (a) is an authentic need or b) will enhance students’ learning.



Respect for others. Please be considerate of others. Please do not

talk while the professor is talking or colleagues another student has the floor. Simply raise your hand if you have something to contribute to a topic. If you prefer to share your thoughts with your friend only, please wait until after class to do so.

This class is a group learning environment and each person enrolled in this course deserves the opportunity to learn without disruption or distraction from other individuals in the class. I expect everyone to treat all members of this class with respect at all times. We will discuss some issues that are personal and about which people have strong values and opinions. Personal attacks or rude comments will not be tolerated and may result in a lower grade (5% or more deducted from final grade) and/or further academic discipline. As a rule I will not tolerate activities that disrupt class, including but not limited to: carrying onside conversations during class time; sleeping; arriving late or leaving early, or leaving/re-entering during class time; playing games or text messaging on your cell phone. These behaviors keep you from paying attention, distract others around you and the professor, and are considered inappropriate.

Respect others’ ideas, even if you disagree. Courses such as this one often require students to examine ideas that may be very different from their own. All course participants are required to examine diverse ideas in a scholarly and respectful

fashion. Every student is responsible for making sure that discussions remain respectful and scholarly. If, at any time you feel the discussion is becoming judgmental, please make this clear in class, or approach the instructor after class. The goal of meeting as a class is to share and increase mutual understanding. Disrespect, or devaluing diverse ideas or any student's contribution to the course does not help us reach this goal. Remember that disagreement can occur without disrespect or refusal to listen and learn. Anyone who cannot, or will not, be respectful of others will receive a failing grade for the course.

Monitor your participation. For example, if you are shy, set a goal to speak up in class at least once a week. If you tend to talk a lot, take a breath, count to 10, and wait to see if someone else might like to say something first.

Food and beverage are permitted in class (as long as it is allowed in our particular room). Please use common sense regarding foods that are noisy to eat or have a strong odor that may be distracting or unpleasant to others around you.

Learning requires that all students feel safe in their educational environment. Classroom behavior that is not in compliance with expected student conduct will not be tolerated. This includes offensive, sexist, racist or otherwise inappropriate language or comments, any conduct that substantially disrupts or interferes with the learning environment, and any verbal or physical threats or harassment directed toward other students or the professor.

Drugs and Alcohol: There is an increasing concern about the use and abuse of alcohol and other substances on college campuses. Attending class under the influence of alcohol or other substances is detrimental to academic achievement and effective classroom activities, and it will not be tolerated.

Emergencies: If any student has any emergency that interferes with her/his ability to complete the work required in this course, please contact the professor immediately. If a student cannot come for a scheduled appointment, please contact the professor ahead of time.

Professorial discretion The *professor may change the provisions* of this syllabus if circumstances arise that require modification. Students will be notified of any changes as soon as possible, typically during a class meeting. If students have any questions or concerns about course requirements, or trouble with the course during the term, it is their responsibility to schedule an appointment with the professor immediately to discuss these matters.

