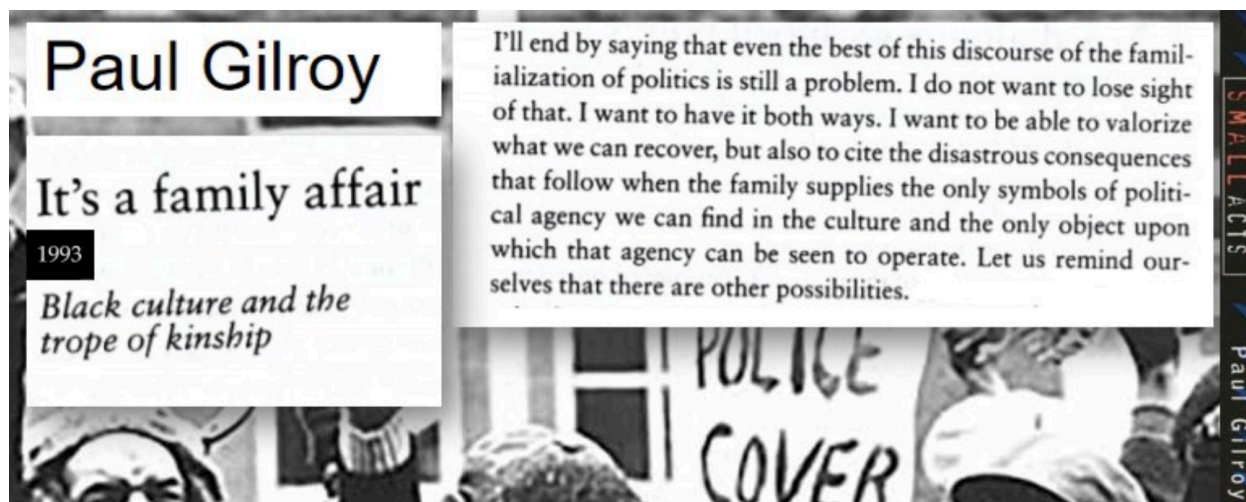




UNIVERSITY of HAWAII®  
**WINDWARD**  
COMMUNITY COLLEGE

**Sociology 251: Sociology of Family**  
**Summer 2022; CRN: 62133**  
**Tuesdays & Thursdays 6:30 – 8:00pm**

Instructor: Colleen Rost-Banik  
Office: WCCC Classroom  
Office Hours: After class & by appointment  
Institution: Windward Community College



**WINDWARD COMMUNITY COLLEGE MISSION STATEMENT**

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

**CATALOG DESCRIPTION**

*SOC 251 is the study of human relationships within courtship, marriage, and the family as influenced by culture and society. It is designed to challenge students to re-examine assumptions regarding behavior, decisions, choices, and motivations in interpersonal relationships. The course places particular emphasis on diverse family forms, and the changing nature of how we define family. (WCC: DS)*

## STUDENT LEARNING OUTCOMES

Upon successful completion of Sociology 251, students should be able to:

- Identify, describe, and analyze major trends in the family from a sociological perspective.
- Describe and analyze the connections between individual family experiences and larger social institutions.
- Analyze contemporary social and political issues and describe how those issues affect the family.

\*This syllabus contains tons of information that will help you succeed in this course, including information on the course learning outcomes, requirements, assignment instructions, and due dates.

## MODE OF INSTRUCTION

For learning course material we will use lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, participation, and interactive engagement. Although the main concepts will be covered, not all important information from readings will necessarily be discussed in class. The texts, class activities, and interactive resources are mutually complementary; meaning they overlap. Students are responsible for the information presented in all domains.

## COURSE GRADING

### Participation – 20%

In this class, I will give mini-lectures, but we also will use the text and build upon our own life experiences to co-create knowledge. I believe that we learn best by being present and participating in class discussions and activities. Students who come to class and abide by the instructions below will receive full participation credit.

### CLASS PROTOCOL:

1. Attendance and participation are required at all class sessions. If you are absent, it is your responsibility to get the notes from another student, as you are responsible for all material covered during class as well as in the text. Participation points are based on whether students are physically in class for that particular day. Participation can only happen when you are present and actively engaged in class lectures, discussions, and group work.
2. We will respect one another. Our beliefs, values, and ideas may differ from one another because we draw from different life experiences. In this class, we will discuss, question, and challenge ideas, but will be careful not to attack individuals.
3. We will challenge our own beliefs, values, and ideas. We need to be open to challenging our own prejudices, assumptions, and interpretations. We also need to expect to discuss things we often do not discuss in public but still feel strongly about. It is okay to feel uncomfortable when we do so.
4. We are here for a positive educational experience. Please carefully read and come to class sessions with questions and assigned activities completed. In class, ask questions, share your thoughts, feelings, and experiences. Make this class a meaningful experience for you and your classmates.

\* And the important mantra to keep in mind for our time together -- because sociology is so interesting and relatable to all of our lives -- "Participate, don't dominate."

### **Two Thoughts and A Question – 20%**

#### ***Each Tuesday and Thursday***

Each Tuesday and Thursday a student will take the reading for the day and give a brief presentation, sharing two thoughts they had from the reading as well as pose one thoughtful question to the class. In addition to making a presentation and facilitating a class discussion (10 minutes total), you will hand in a 2-page document (250 words) that **shares two thoughts you have about the reading (NOT SUMMARIZING the reading) as well as the question you pose to the class.**

### **Family Story – 20%**

#### ***Due Tuesday, June 7***

This 500-750 word essay is for you to share a story about your history, experience, and/or lessons learned from family (your own, or if you prefer, about someone you know). You can write this from your perspective as a child, adult, parent, spouse, aunty, or caregiver. Ideas for specific topics include cultural traditions and practices; values and views, living arrangements; roles of different family members; family rules and forms of discipline; what you appreciate(d) and not; things you've learned; etc. The goal of this assignment is for all of us to get an idea of the various shapes that families take and the multitude of ideas that families teach.

### **Analytical Essay – 20%**

#### ***Due Tuesday, June 21***

This 750-800 word essay is designed to for you to take up one of the questions below. Make sure to provide examples and support your claims using course readings.

1. Explain how a conflict theorist, functionalist, and symbolic interactionist view marriage and family. Make sure to write about all three theoretical lenses. Provide examples and support your claims using course readings.
2. U.S. society (and law) uses the idea of nuclear families as a model for organizing society. What are other ways that society could be organized and yet still fulfill the basic functions of ensuring that people (from children to elderly) have their basic needs met (e.g., get fed, clothed, educated, housed, loved, and cared for)?

### **Policy Proposal – 20%**

#### ***Due Thursday, July 7***

In this 2-3 page proposal (500-750 words) you will design a policy that you believe should go into effect. This can connect with a specific issue we have addressed in class or can be about another issue that relates to and impacts families (e.g., food, housing, work, child welfare, domestic violence, reproductive health, parental leave, etc.). You must use data and cite references.

**Grading Scale****A = 100% - 90.0% (90-100 pts)****B = 89.9% - 80.0% (80-89 pts)****C = 79.9% - 70.0% (70-79 pts)****D = 69.9% - 60.0% (60-69 pts)****F = 59.9% - 0% (59 pts and below)**

*N grade indicates that the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning objectives and is not yet prepared to succeed at the next level, or the student has made consistent progress in the class but is unable to complete the class due to extenuating circumstances, such as major health, personal or family emergencies.*

**If at the end of the semester you feel you qualify for an N grade, you will need to send me an email no later than the last due date indicated on our course calendar that explains how you qualify for the N grade. If I don't hear from you, you will be given whatever grade your total points add up to, as shown above.**

**ACADEMIC DISHONESTY, CHEATING, AND PLAGIARISM****Academic Dishonesty**

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and expulsion from the University.

**Cheating**

Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

**Plagiarism**

Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved.

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**WCC DISABILITIES ACCOMMODATION STATEMENT**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to speak with your WCCC education coordinator.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help.

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## Course Schedule (REVISED due to Lockdown week of May 23)

	DATE		TOPIC	READING DUE	ASSIGNMENT DUE
<b>MAY</b>	Tues	31	Introductions; Course overview		
<b>JUNE</b>	Thurs	2	History of Marriage	Intro - Chp 2	
	Tues	7	Marriage & Family Functions	What You Lose When You Gain a Spouse The Joys of Parenthood Reconsidered	Family Story  2 Thoughts & A Question
<b>JUNE</b>	Thurs	9	Families & Capitalism	Wages Against Housework	2 Thoughts & A Question
	Tues	14	<b>Class - TBD</b>		
	Thurs	16	Family Care	The Feminist Struggle for Time to Care The Right vs The Family	2 Thoughts & A Question
	Tues	21	Queering Family Structures	The Next Battle for Marriage Equality The Normalization Among Critical LGBTQ People	Analytical Essay  2 Thoughts & A Question
	Thurs	23	Children's Perspectives	It's What's Normal for Me: Children's Experiences of Growing Up in a Continuously Single-Parent Household	2 Thoughts & A Question
	Tues	28	Family Structures	The Family Lottery Beyond the Nuclear Family All in the Family (Hānai family)	2 Thoughts & A Question
	Thurs	30	Possibilities	Mothering in Prison	2 Thoughts & A Question
<b>JULY</b>	Tues	5	Bodies & Reproductive Justice	Sex, Contraception or Abortion Beyond Choice: A New Framework for Abortion State Facts about Abortion	2 Thoughts & A Question
	Thurs	7	Bodies & Reproductive Justice	The US Abortion Rate Continues to Drop	Policy Proposal  2 Thoughts & A Question