

SOCIOLOGY 251
INTRODUCTION TO SOCIOLOGY OF THE FAMILY
Fall 2024 (WI, 3 credits)



[WINDWARD COMMUNITY COLLEGE](http://www.windward.hawaii.edu)

INSTRUCTOR Kathleen M. French (she/her/hers)
OFFICE [Na'auao 110](#) at the Windward Community College campus
OFFICE HOURS By email: I answer emails within 24 hours
EMAIL kfrench@hawaii.edu

I will communicate with you via your UH Mail.

Thus, you'll need to check that account on a regular basis. If there is another email account you most often use (such as Gmail), you can forward your UH Mail to that account.

Quick Resource Links

- [WCC Online Learning Resources and links](#)
- Ka Piko is WCC's academic support hub.
Please visit:
<https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/>
- MySuccess: Students may be referred for extra help or advising through MySuccess. Students can also explore resources at MySuccess.Hawaii.edu

Computer Support from the UH System

- Students must have a *computer* with reliable internet access to take this class.
- email: help@hawaii.edu
- [UH ITS webpage](#)
- phone: 956-8883

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

*"[People] make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given, and transmitted from the past."
Karl Marx*

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, WI)

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.
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WRITING INTENSIVE (WI)

Writing Intensive (WI) Courses are part of a University of Hawai'i system wide movement to incorporate more writing in courses from all disciplines. A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a "WI" (preceding the course title in the Schedule of Classes) learn to understand course content through writing and to write in ways appropriate to that discipline.

Passing English 100 with a "C" or better is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor's degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor's degree.

The hallmarks of a writing intensive course are:

1. The class uses writing to promote the learning of course materials.
2. The class provides interaction between the instructor and students while students do assigned writing. At least one student-teacher conference on a writing assignment is required in writing intensive courses.
3. Written assignments contribute significantly to each student's course grade.
4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

The course has been designed to allow students to find meaning in what they write, which makes learning more fun. Enjoy!

REQUIRED READING AND FILMS

- The text for this class has been provided *free of charge* by Ron J. Hammond, PhD, and is embedded as links within each section. Students are required to use the readings and films that are linked from our calendar, and nothing outside of that.
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A Few General Guidelines

- The 'experts' strongly suggest that we use Firefox [ESR](#) (Win [32](#) or [64/Mac/Linux](#)) as the internet browser; these seem to work best. I use Google Chrome which works just fine.
 - Because we use the internet for submitting assignments and accessing resources, students must have regular, reliable access to a computer with a strong internet connection.
 - Computer/internet problems are not acceptable reasons for missing or late assignments; submit your work early, just in case.
 - Have fun learning about the family from a sociological perspective; it can change your life!
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FILMS

- We will be watching several really interesting films and videos in this class that are meant to help students better understand the course material.
 - Links to the films and videos are available on the main page within the course calendar.
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COURSE GRADING

Discussion Papers (50% of Grade)

- As this is a sociology class, we will likely be discussing sensitive topics. For example, because sociology tries to understand human behavior by looking at environmental influences, we often discuss issues related to culture, power, racism, sexism, inequality related to social class, and the list goes on. Windward CC is committed to ensuring a safe, civil, learning, and working environment in which the dignity of every individual is respected; each of us shares this responsibility. With this in mind, students need to participate with an open mind; must have mutual respect; avoid being judgmental; avoid personal attacks; and agree to disagree. If you cannot agree to these ground rules, please find a course better suited for your needs. Mahalo!
- Please see the Discussions link at the top of the Homepage (as well as throughout the course calendar) for specific instructions, required word-count, the grading rubric, and the 5 Discussion paper topics.

- The discussions are treated like papers in that they are a formal piece of writing with opportunities to submit drafts of these discussions throughout the class for feedback. See course calendar.
 - These discussions will be based on assignments and films from each section. So in order to do well on the discussions, complete all of the assignments in the section first, before posting.
 - For each of your Discussions, take time to think about what you want to say, and spend time writing about it. Brief posts earn few points, so take time to talk to each other!
 - When replying to other posts, avoid spending time telling the person how great their post is -- that's the instructor's job! :) Check out the rubric for Discussions to see how the replies will be graded.
 - [Here is an example of a post that uses specific parts of the assigned reading in the discussion.](#)
 - [Here is a model of how to phrase a Discussion Reply. Please click this link, it will help you.](#)
 - *Discussions are graded after the replies are due for each particular Discussion.* Follow the course calendar (and ignore the Gradebook) for all due dates.
 - Students are responsible for making sure that all of their posts are on the Discussion page; check to see that it's there after you post it. Emailed Discussions will not be accepted.
 - The Introduction post and the Final Good-bye post are each 10 points extra credit -- easy!
 - Posting on-time helps the discussion, so let's talk sociology!
 - Late posts and/or replies will receive a 50% reduction of the points; no exceptions (ie, late post = -25 points; late reply = -25 points). The due dates are shown on our class calendar on the homepage.
 - All edits must be complete before the due date and time in order for the Discussion to be 'on time'. If a post or reply is edited after the due date, it will be considered late and will receive a 25-point deduction.
 - There are 5 discussion topics worth a total of 100 points for each discussion: 50 points for the post, and 50 points for the reply to someone else's post. (100 x 5 = 500 points).
 - *Students are required to check the Gradebook link for feedback on Discussions after the post and reply for the discussion is due. This will help with future discussions, and ensure that students know how they are doing in the class.*
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Quizzes (50% of Grade)

- The quizzes will be based on all assignments and films for each section. So in order to do well on the quizzes, complete all of the assignments in the section first before taking the quizzes, as each quiz can only be taken one time.
- Before you begin to take each quiz, make sure you have a strong internet connection and study all available resources: Fifteen minutes is plenty of time to take a multiple-choice quiz with only 10 questions; it's not meant to be enough time to look up the answers to the questions. Please let me know if you need study suggestions; I have some strategies that work (see below).
- Please see the calendar for due dates for each of the quizzes.
- Because the quiz questions may be used in other on-line sections, students will not be able to review the quizzes after completion.
- There are 10 quizzes throughout the term, and they are worth 50% of the final grade (each quiz is worth 50 points).
- Each quiz may be taken early; quizzes taken after the due date and time will receive a 50% reduction in grade; no exceptions.
- Students won't do well on the quizzes by simply reading the material. [Here are study suggestions that work: Click Here](#)

COURSE GRADING

A = 100% - 90.0% (900-1000 pts)	Discussion Papers	50%	500 pts
B = 89.9% - 80.0% (800-899 pts)	Quizzes	50%	500 pts
C = 79.9% - 70.0% (700-799 pts)			
D = 69.9% - 60.0% (600-699 pts)			
F = 59.9% - 0% (599 pts and below)	TOTAL	100%	1000 pts

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.

Incomplete grade: According to the Windward Community College catalog, an "I grade (Incomplete)" is a temporary grade that instructors may give when a student has not completed a small part of a course. This grade is given at the instructor's discretion when the student has completed most of the work, around 80%. The student is expected to finish the course by the deadline in the following semester.

If at the end of the semester you feel you qualify for either an N grade or an Incomplete, 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 or Incomplete 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

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating or plagiarism will receive a failing grade for plagiarized assignments. All cases of academic dishonesty may be referred to the Vice Chancellor for Student Affairs.

The Use of AI (artificial intelligence)

If you utilize an AI tool (such as ChatGPT) for any part of the writing assignments (from idea generation to text creation to text editing), you must properly cite what you used and what you used it for. Failure to cite the use of AI is considered a violation of the plagiarism standard of the WCC Student Conduct Code. Violations could result in failure of the assignment and/or failure of the course and a notation on your transcript.

That being said: The assignments in this class are not the kinds of assignments that you would want to use AI. As you'll see, each of the discussion papers are not assuming a right or wrong answer: The questions are asking you what YOU think. And then the questions ask you to use the assigned readings and films to support your answer.

There have been a few times when students have attempted to use AI to answer the questions and write the papers, and each of those times the papers earned minimal points on the rubric. First, it was obvious that AI was used, yet it wasn't cited as such. Second, a lot of the information generated by AI was actually incorrect and not even part of the assigned readings (even though the AI tool said it was based off of our reading). But most importantly, those papers that were written by AI assumed that there was a correct answer to the question, and any connection to a human experience was left out. It sucks so much to read those kinds of papers. Please find the joy of exploring the writing assignments based on what is meaningful to you! That's the whole point of those papers, in fact. That's really the beauty of sociology, that it gives us a new lens with which to explore *our own lives*.

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 contact me, and also contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye, Disability Specialist Counselor, can be reached at 235-7453, royinouy@hawaii.edu. If you are on the WCC campus, you may stop by Hale Kako'o 106 for more information. Please note that any special accommodations for the class will begin once the instructor is contacted by the Disability Specialist Counselor and will include the assignments from that point forward, as deemed reasonable and appropriate.

TITLE IX

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: <https://windward.hawaii.edu/about-wcc/title-ix/>.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact the UH Confidential Advocate: Phone (808) 348-0663 or Email advocate@hawaii.edu. To make a formal report, contact the **Title IX Coordinator, Mykie E. Menor Ozoa-Aglugub**, J.D., Title IX Coordinator, Phone: (808) 235-7468, Email: mozoa@hawaii.edu, Office: Hale Kako'o 109

For extra help

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: [UH System Basic Needs](#).

