

Sociology 251-001, CRN 82518
Introduction to Sociology of Family
Department of Sociology, University of Hawaii, Manoa
Spring Term 2017

Professor: Dr. Amarjit (Jit) Singh
Office: Saunders Hall
Class schedule: T and Th (R) 12.00 -1.15 p.m.
Room: Saunders Hall ?
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Office hours: to be arranged.

Instruction starts at U. H. January 9, and ends on May 3 Wednesday, 2017.

In this Class Instructions start on January 10 and they end on May 2 Tuesday, 2017.

Course Description

Introduction to Sociology of the Family - Family patterns, mate selection, parent-child interaction, socialization of roles, legal sanctions, trends in organization, functions. Credits (3)

The course provides opportunity for critical and reflective pedagogical analysis of the material covered in the context of globalization for the purpose of evaluating social policy and actions.

This course will be useful for people who plan to pursue higher education in areas related to the field of sociology of families, and for practitioners who have to engage in family relationships at places such as schools, hospitals, prisons, sports organizations, social work programs, parent school-community development projects, and agencies which provide services to the elderly.

Student Learning Objectives

At the end of the course, you will be able to:

- Read critically and conventionally professional conceptual and theoretical literature in the area of sociology of family, and sociology in general.

- Verbalize (to be able to articulate and participate in the on-going conversations on “family matters”, locally, nationally and globally) in reflective, critical and traditional modes in the context of individual presentations in small/large groups in interaction in the classroom.
- Recognize the value of sharing personal, family, and community wellbeing stories/ experiences with your fellow students in this class in the context of small/large group interaction in the classroom.
- Gain insight into the power of sharing personal and collective narratives and memories of growing up in multigenerational and multicultural family households in Hawaii in reflecting upon your/our social selves (Who am I? What do I do? Who are we? What do we do?) in the context of democratic structure of learning and teaching created in this class.
- Learn to research and review professional, common sense, and official/state literature and to practice writing a paper in the context of writing open-ended reflective and critical personal commentaries in the end of each class in this course.
- Learn to develop a structure of attitudes, beliefs, tastes, behaviors and practices required to create conditions for developing positive self-concepts, collaborative, cooperative, and caring social relations with your peers through setting reasonable cultural work expectations in this class and outside this class.
- Learn about and develop some enabling social and practical skills that hopefully will be of help to you in collaboratively solving tasks at hand in this class and also other tasks you may face in your daily life in various situations.
- Become familiar with differences between the Pedagogical and Curriculum Learning and Teaching Objectives through participating in the Scheduled Daily Activities in this course.

Textbook

David M. Newman (2012) (McGraw Hill Create), *Families: A Sociological Perspective*.

Course Requirements, Expectations, and Grading

All the above elements of student learning objectives and the organization of the teaching and learning process in this course are explained in detail the first week of the class. Students are encouraged to talk to the instructor individually to clarify any difficulties they might have in understanding the way learning and teaching, and grading processes are organized in this course. Once you as a student understand exactly what is expected, you will do very well in this course. As an instructor, my goal is to expect high achievement from all of you in this course, and to create possibilities and opportunities for everyone to attain this desired outcome by using various

pedagogical strategies. Chances are that we will achieve this goal, if all of us work together and expect and encourage everyone to achieve high in this course. We all are capable of doing well in this course, and we can do it!

1. **Group discussions** based on “common sense knowledge”* and “lay theories”* + daily reflections - 10%
2. **Group discussions** based on “professional”* knowledge and “official/state/government knowledge” *+ “individual presentation in one’s group”*- 20%
3. **Mini Lectures by the instructor.** Participation (questions and comments by Students in class) - 5%
4. **Notes on fifteen chapters** – 30% **
5. **Term paper** ***– 25%
6. Final take home Exam **** - 10%

Grading*****

* These concepts for **the group discussions** will be discussed and explained in the class.

** **Notes on each chapter (total of fifteen chapters in the textbook)** are explained below, and also discussed in the class:

Students should note that the evaluation in this course is a continuous process. In the end of the course, each student will have her/his “portfolio” for evaluation. For this reason, you are required and expected to **be present in the class to take part in many activities**: (1) you are encouraged to actively participate in the class. Your participation (as peers) is more likely to contribute to your overall achievement in this course, and to the desired outcomes for the course. (2) As a part of this evaluation process, **each student is required to submit notes on chapters read in that week. Please make duplicate copies of your notes, one hard copy for the instructor and another hard or electronic copy for you to keep for your own record.** The chapter notes will consist of answering the following questions outlined below:

(A). After reading an assigned chapter on the scheduled date (see outline of daily activities), each student is required to (a) prepare a list of 10 concepts that she/he finds interesting in the chapter read, (b) select one concept he/she finds most interesting, (c) briefly describe the selected concept (one to three paragraphs), and (d) describe its significance to her/his (i) personal interaction and relationship, and (ii) professional interaction and development.

(B). What did you (each student separately) learn from your group discussions based on the “common sense knowledge” and “lay theory”? Write a few lines or a paragraph.

(C). What did you (each student separately) learn from group discussion based on “professional knowledge” and “official/ state/ government knowledge”? Write a few lines or a paragraph.

(D) How did individual presentations in a small group setting help you?

LATE ASSIGNMENTS WILL BE ACCEPTED, BUT LABELED AS LATE WITH NEGATIVE CONNOTATION.

*** *Midterm paper.*

A good term paper is more likely to improve your chances of getting an ‘A’ in this class. The students will have opportunity to learn doing qualitative and quantitative research methods, related protocol for doing research, and theoretical perspectives in order to write a good paper. A good paper in this class would be a paper that has potential for publication. We will discuss in the class how both the instructor and the students are researchers and learners. If you write a good paper, and want it to get published I will try to find a publisher or an open access journal to get it published. The focus of the term paper may be on the role of the contemporary grandparents in Hawaii in the era of globalization. How do grandparents pass on their social legacy (social, economic, cultural, racial, ethnic, gender, and spiritual) to their children and grandchildren in the context of family, and in the public spheres such as school, church, sports and cultural activities, and so on, as both formal and informal organizations? Everyone in this class is expected to write a good paper, and everyone in this class can write a good paper. Using various pedagogical strategies and activities, and working together with your peers, and the instructor, we will try to create classroom climate and conditions in which you as a student can write a good paper. Both the instructor and students can act as researchers and learners. We can really do it! Let us, each of us, commit ourselves to this task! The instructor will discuss, in general, a professionally acceptable way of organizing and writing this paper with each student. **Please make duplicate copies of your paper, one hard and electric copy for the instructor and another hard or electronic copy for your own record. The deadline to submit the term paper is April 4.**

IMPORTANT NOTE: Send the electronic copy of your midterm paper to this e-mail address as attachment <amarjitstjohns@gmail.com>

**** *Final take-home exam*

The question or the topic for the take-home paper will be selected in the last three weeks of the class. NOTE: CHECK FOR THE DATE FOR THE FINAL TAKE- HOME EXAM. YOU CAN TURN IN YOUR FINAL TAKE-HOME EXAM ON THE LAST DAY OF INSTRUCTION (MAY 2 IN THIS CLASS) IF IT IS READY.

********Final Grading***

The final marks and the final grades will be available only in the end of the term. However, in the middle of the term, students will be told if they are doing “good” work or not. A feedback that “you are doing good work” would mean that your work is equivalent to a “B” grade and you can get an “A”, if you improve your work. An “A” term paper is more likely to improve your chances of getting an overall grade “A”. Please keep this in mind. This is a very important condition in obtaining grade “A” in this course. It is your responsibility as a student to see the instructor to discuss how your work can be improved, and how you can write an “A” term paper in this course. The instructor, however, will frequently give general feedback, as a part of an ongoing feedback process to all students in the class as to how their work can be improved in order to achieve an “A” in this course. Each one of you (as a student) can improve your work in this class. You really can!

Other general information

I will be happy to work with you and the KOKUA program at UH. Please feel free to contact me privately, if you need any accommodation.

Plagiarism Material/ the UH-Manoa Student Conduct Code (1992), p. 6

“It is ultimately each student’s responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying ‘I forgot about that’ or ‘I made a mistake’ is not considered a valid excuse when it comes to plagiarism”.

Please note that as the instructor I will handle any plagiarism that I discover, which might range from giving no credit for the assignment to failing the student for the course.