

SOCIOLOGY 495 – ISSUES AND TOPICS *Transitions to Transformations*

This course is about people in transition. The Disabled, Terminally Ill, Former Prisoners, Immigrants, Traumatically Exposed, Chronic Disease Patients, Veterans: Facing the World After Major Life Events, and others are the subjects of the course. It is an exploratory course in that the curriculum is flexible and in part it is an exploration of issues and outcomes for those facing transitions in their lives. The Social Contexts within which these issues and outcomes emerge and the societal reactions to the populations subjected to the transitions and transformations are the backdrop to the larger social changes that have evolved as a result of our societal need to be inclusive, human, and supportive of those in need.

MĀNOA INSTITUTIONAL LEARNING OBJECTIVES FOR UNDERGRADUATE STUDENTS

Institutional Learning Objectives (ILOs) encompass the UH Mānoa undergraduate experience as a whole—academic and co- curricular. It is through the combined efforts of faculty, students, staff, and administrators that students achieve the ILOs.

- **Know**—Breadth and Depth of Knowledge
 - Students develop their understanding of the world with emphasis on Hawai'i, Asia, and the Pacific by integrating:
 - General education knowledge (arts and humanities, biological sciences, languages, physical sciences, social sciences, technology);
 - Specialized study in an academic field; and
 - Understanding of Hawaiian culture and history.
- **Do**—Intellectual and Practical Skills
 - Students improve their abilities to:
 - Think critically and creatively;
 - Conduct research; and
 - Communicate and report.
- **Value**—Personal and Social Responsibility
 - Students demonstrate excellence, integrity, and engagement through:
 - Continuous learning and personal growth;
 - Respect for people and cultures, in particular Hawaiian culture;
 - Stewardship of the natural environment; and
 - Civic participation in their communities.

SOCIOLOGY STUDENT LEARNING OUTCOMES FOR SOCIOLOGY MAJORS

The Sociology Department has established three Student Learning Outcomes (SLOs) that support the Institutional Learning Objectives.

- ❖ SLO 1: Students will be able to evaluate sociological theories and use them to analyze and understand aspects of the social world.
- ❖ SLO 2: Students will be able to collect, analyze, and interpret data, and draw valid conclusions from their analyses.
- ❖ SLO 3: Students will have clear and effective verbal and written communication skills.

PURPOSE OF THE COURSE:

This course was stimulated by discussions with Veterans enrolled as students at the University of Hawaii at Mānoa and the situations they face as they return from active duty service and begin to reorient into civilian life. The course is *not* a therapeutic intervention. It is an introductory course for some and a review for others on the factors associated with the affective responses individuals and groups may have had to unexpected trauma and stress. The course is to increase understanding of different ways of addressing the consequences of stress and increasing the use of proven methods of modifying the outcomes of the stress process.

COURSE LEARNING OBJECTIVES:

- Be able to discuss, with some degree of confidence, issues surrounding the transitions and transformations faced by individuals and sub groups of the population exposed to sudden and unexpected stress and trauma.
 - Understand the influence that social factors or context have on the impact of stress and trauma.
 - Understand basic methods of inquiry used in researching unexpected stress and trauma.
- Understand and be able to discuss the social resources, their sources, the ways of applying them, and how they can be used to mediate the relationship between stress and distress.
- Be aware of the community and organized support networks, their history, their services, and their points of access.

Class Attendance and Participation: It should not be necessary to say, but just in case, your attendance in class is required in order to facilitate your completion of the assignments, participate in the group project, and to be prepared to respond to questions regarding your readings and your progress on your assignments. A total of 10 percent of your final grade (10 points) will be assigned based on your attendance and participation in the class. Attendance will be taken and it is important for you to accept the responsibility of notifying the instructor of your absence explaining briefly why you cannot attend.

Classroom conduct: All students are encouraged to voice their thoughts and opinions on discussion topics but must be respectful, brief and on topic. Students are also expected to arrive on time, listen and not speak when others are speaking, and not monopolize discussions. All laptops, cell phones and pagers are to be set to inaudible (vibrate).

Email: From time to time, I will use *Laulima* messages/email for assignments and/or to get in touch with the students for assignment updates or modifications, meeting place changes, etc. and for electronic copies of your reading assignments. Please make sure that you have access to *Laulima* and that you check it frequently. I will check the *Laulima* account daily and respond to any emails as quickly as possible.

You will have writing assignments in this course. As an aid to that process, the following is included.

HOW TO WRITE A PAPER

- Read your material (books and articles) and take notes as you read. Think about what you have read and whether the article supports or goes against what you have read in your elsewhere.
- Make an outline
 - Introduction
 - Tell me what you are going to write about. Should be 4 to 8 sentences
 - Body
 - Tell me about what the specific article said and what you think about that (agree or disagree), or what you learned from reading about it. Introduce your article and tell me why you chose that article (inequality has always been of interest to me because....).
 - Now tie your article to other course readings: “My article clearly supports/rejects what the other readings in the class said because” Or “I think (Author’s Last Name)’s article really shows a point of view other than those expressed in the other readings because” You need to tell me what you think about what you have learned.
 - Summary - Wrap it all up.
 - “This paper’s goal was to look closely at”
Or
 - “ is a very important topic. In XXXX, I learned and it was reinforced/supported/shown to be wrong in (Author’s Last Name)’s article. (Author’s Last Name) clearly showed”
 - Bibliography
 - Please use ASA style bibliography (and citations in your paper). If you are not familiar with the ASA style, you need to list:
 - *Books* – One Author - Prus, Robert C. 1996. Symbolic Interaction and Ethnographic Research: Inter-subjectivity and the Study of Human Lived Experience. Albany, NY: State University of New York Press.
 - *Articles from Journals* – One Author Mehdizadeh, Shahla A. 2002. “Health and Long-Term Care Use Trajectories of Older Disabled Women.” Gerontologist 42:304-13. Issue number and/or exact date are unnecessary if pages are numbered consecutively within a volume.

HOW TO NOT PLAGIARIZE

- **FIRST** – know what plagiarism is:
 - *Plagiarism*: 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," are not considered valid excuses when it comes to plagiarism.
 - A brief summary of the American Sociological Association’s Style Guide, which explains the rules clearly, can be found at:

<http://www.buffalostate.edu/library/docs/asa.pdf>.

- The following definition of plagiarism comes from The University of Hawaii System wide Student Conduct Code:
 - The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (E7.208, Pages 4 and 5).
 - (For the entire Student Conduct Code, see:
<http://www.hawaii.edu/apis/ep/e7/e7208.pdf>
and
http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf.)
- If you quote (use the exact words or almost the exact words), you must use quotation marks and (Author’s Last Name, page number) at the end of the sentence.
- If you paraphrase (say the same thing but use your own words or just change some of the words around), you must have (Author’s Last Name) at the end of the sentence.
- Do not put one citation at the end of a paragraph and think that it will cover the entire paragraph unless it is very clear that everything in that paragraph is from that one source.
- If it is in the bibliography, it needs to be cited in your paper. If it is cited in your paper, it needs to be in your bibliography.
- **Do not** use more than 15 words in quotation marks.
- **Do not** just tell me what the textbook and/or article said. Tell me what you have learned and what you think about the topic. Otherwise I will not know if you actually understand the topic.
- **Do not** plagiarize. You must cite everything that is not your own idea, work, or concept. If you learned it from a book or from an article, you must cite it. If you put something in your paper that is common knowledge (something that almost everyone would know), you must tell me where it came from even if it is “My high school teacher/mother/uncle/boss said ... “
- **Do not** “patchwork.” That means using so many quotations or paraphrases that most of your sentences are cited. For you to write a good paper, you have to put in your opinion or your thoughts on the topic.
- **Do not** rant, or carry on, ramble on, or repeat yourself or try to write fancy. These papers are straight-forward academic papers in which you are showing me that you understand the topic and have an opinion or some thoughts about it. Use language that you are comfortable with but not too comfortable. In other words, this means that you need to write it as if you are talking to someone whom you respect and whom you want to respect you.
- **Do not** write like you are talking to your friends. This is not creative writing – write clearly and to the point.
- **Do** read your paper slowly, carefully, and aloud before you turn it in. This will help you catch typos, spelling errors, bad grammar, bad punctuation, bad sentence structure, paragraphs that don’t make sense, etc. Be careful of then/than, are/our, to/too/two, there/their/they’re and other similar words. Too many errors will impact your grade.

- **Do** realize that this is a learning experience and I do not expect perfection, only effort and improvement.

KOKUA for Students with Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

COURSE EVALUATIONS: The Department of Sociology is committed to the continual improvement of the quality of its course offerings. For this to occur, your help as the consumers of these courses is needed. You are taking these courses, and only you can tell us about your educational experience in your classes. Toward the end of the semester, you will be informed that the eCAFE system is available to you to complete your course evaluation. We encourage you to submit your evaluations by logging in to <http://www.hawaii.edu/ecafe/>.

To assure that the process is an open one results will not be available to anyone, myself included, until after grades are submitted and that information is available to all (to you, your classmates, current and incoming students, members of the Sociology Department, and others) the evaluation results will be available for viewing at <http://www.hawaii.edu/ecafe/>.

INSTRUCTIONAL APPROACH: My approach to instruction is multiple. First I want you to succeed and therefore will go over material more than once. Second I want you to become a more critical thinker, reader, and writer and will have exercises designed to improve on those skills. Finally, I want you to be able to apply the content of the course to different settings and problems and to create a flexible and realistic world-view for yourselves.

READINGS: I had hoped to find a textbook that would cover the materials I wanted to include in the course, but alas, I could not find one. So, you will be the fortunate recipients of a variety of readings that will allow us to engage in discussions about the course content but likely from several different perspectives. These readings will come to you through *Laulima*.

OTHER INSTRUCTIONAL SUPPORT: As long as you are willing to share the source of the supports and resources you use in class with your fellow students, I have no problems.

DAY OF OFFERING: Thursdays
TIME OF OFFERING: TBA but likely late morning to early afternoon
PLACE FOR CLASS: TBA but likely either Saunders 229 or Saunders 222
INSTRUCTOR FOR CLASS: Professor D. William Wood (dwwood@hawaii.edu)
Prerequisites: Sociology 100 and Sociology 300 and/or Permission of Instructor
Class Size: 20 students or by permission of instructor

CLASS SCHEDULE

WEEK	TOPIC	READINGS	ASSIGNMENTS
1	Introduction (10,000 ft. discussion of course)		
2	Background		
3	Terminology		
4	History of Benefits to support transitions and transformations		
5	Social Resources [Social Capital, etc.]		Paper 1 due
6	How are we to think about this?		
7	Causes and causal relationships		
8	Stress Process I		
9	Stress Process II		Paper 2 due
10	So what now?		
11	Visitors		
12	Visitors		Paper 3 due
13	Presentations		
14	Presentations		
15	Presentations Summary and Conclusions		Turn in Major Paper

GRADING

Points	Grade
97-100 points	A+
94-96 points	A
90-93 points	A-
87-89 points	B+
84-86 points	B
80-83 points	B-
77-79 points	C+
74-76 points	C
70-73 points	C-
67-69-points	D+
64-66 points	D
61-63 points	D-
Below 60 points	F

PORTIONS OF FINAL GRADE

Assignment/Examination	Possible Points
Paper 1 (Due Week 5)	20 points
Paper 2 (Due Week 9)	20 points
Paper 3 (Due Week 12)	20 points
Group Paper Due – end of course Group Paper Presentation (Weeks 13, 14, 15)	30 points
Attendance and Participation	10 points
Total Possible Points	100 points

ASSIGNMENT DETAILS

Individual Papers: These three papers are intended to allow you to express your opinions and to show your individual work in the class.

Paper One: This paper relates to the initial portion of the course and asks that you select a topic that relates to the first four weeks of the class. What is the background to the benefits that are assisting many in their quest for additional education. What is the history in the U.S. of benefits programs to aid those with functional, developmental, or traumatic limitations. What works and what does not.

Paper Two: This paper relates to the portion of the course identified as Weeks 5 through 8. Select a topic for your paper that relates to any one of the various items covered in this part of the course (Social Capital, Causes of Trauma and Stress, Stress Process, etc.). How are we to think about these factors? How can individuals experiencing trauma and stress make use of these ideas? What seems to work and what does not?

Paper Three: This paper relates to the final portions of the course that includes stress process and the first set of visitors to the class. What did you take away from the presentations? What do you think about the ideas underlying the Stress Process theories.

Group Paper: This course cover a lot of material from many different sources (Sociology, psychology, social work, health and public health). Choose a perspective and discuss what you have concluded from the course. This paper will be presented to the entire class and needs to assure contribution of ALL members of the group. Your grade will reflect the overall quality of the content and delivery of the paper.

EXTRA CREDITS

During the course there will be 5 extra credit assignments. The assignments will require that you use your cell phone camera to capture the content of the assignment and then write a short note (two to three sentences) explaining why the photo represents the assignment. These assignments will be given at the end of class during the semester and must be turned in prior to 24:00 hrs. by

Instructor D. William Wood
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email the day after the assignment is given. That is, assuming the course is held on Thursdays, the assignment must be turned in prior to midnight on the Friday immediately after the class when the assignment was given. The result of doing all of these extra credit (EC) assignments is that your grade will be the sum of all the parts of the regular possible points (RPP) plus the extra credit points (you either do it or not) which will be worth 5 points each and will be added to your RPP and the sum will be the score from which your final grade will be awarded. (Example: Your RPP score is 70/100 and your EC score is 20/25 then your grade score is 90/100 and your final grade will be an A-).