

# SOCIOLOGY 300 (ETH): Principles of Sociological Inquiry

University of Hawai'i at Mānoa, Fall 2018

## COURSE SYLLABUS

Lecture Posted: M 12:00 PM (noon)  
Course Dates: 09/03 – 12/14/2018  
CRN: 1110  
Laulima (CLE): <https://laulima.hawaii.edu/>

Instructor: Quincy A. Edwards, PhD, MSc.  
Consultation: By appointment.  
Telephone: (808) 226-1711  
Email: [quincy.edwards@hawaii.edu](mailto:quincy.edwards@hawaii.edu)



## CONTENTS

COURSE ORIENTATION .....	2
UHM Catalog Course Description .....	2
Introduction.....	2
Instructor's Advice to Students .....	2
Technical Skills Required for an Online Course.....	3
Course Objectives.....	3
Student Learning Outcomes.....	3
COURSE MATERIALS .....	4
Laulima: UH's Collaboration and Learning Environment.....	4
Required Textbook .....	4
Optional Textbook.....	4
Required Readings .....	4
Required Software.....	5
Accessibility Statement.....	5
Technical Requirements.....	5
COURSE DESIGN .....	6
Navigating Our Course.....	6
Critical Readings and Weekly Discussions .....	6
Discussion Requirements .....	7
Practica .....	8
Quick Quizzes.....	8
Research Project.....	8
Method of Evaluation.....	8
Grading Structure.....	8
Grading Criteria .....	8
General Instructions for Preparing Written Assignments .....	9
Presentation Style .....	9
File Format .....	9
Assignment Submissions .....	9
Submission Confirmations .....	9
Gradebook Classic.....	10
Schedule of Reading Assignments and Examinations.....	10
POLICIES AND PROCEDURES .....	11
Class .....	11
Attendance Policy.....	11
Campus Computer Labs.....	12
Communication with Your Instructor.....	13
Incomplete Policy .....	13
Netiquette.....	13
University.....	14
Academic Grievance.....	14
Electronic Course and Faculty Evaluation (eCAFE) System .....	14
KOKUA for Students with Disabilities.....	14
Registration and Withdrawal Deadline Information .....	15
Student Conduct.....	15
University of Hawai'i Credit Hour Policy.....	15
Technical Support .....	17
Title IX and The Office of Institutional Equity.....	18

## COURSE ORIENTATION

---

### UHM CATALOG COURSE DESCRIPTION

SOC 300 PRINCIPLES OF SOCIOLOGICAL INQUIRY (4). Basic methods of sociology for production and analysis of data. Foundations for understanding research and for advanced courses in methods and statistics. Pre: 100 or any 200-level SOC course or junior standing, or consent. **DS E**

*Focus Designation* This course has a Contemporary Ethical Issues (E or ETH) Focus Designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues, responsibly deliberating on ethical issues, and making ethically determined judgments.

---

### INTRODUCTION

Research is at the center of social inquiry. It provides the intellectual investigation requisite for the discovery, interpretation, and revision of social knowledge.

While one of the most important objectives in any academic curricula is to train students to be disciplined, productive researchers, there is also a more fundamental objective — how do we *know* what we think we know?

Social research leads to informed decision-making by government and private enterprise. Therefore, it is vital to understand research design and to have the ability to evaluate its evidence whilst distinguishing reliable studies from those to be viewed with skepticism. Objective evaluation using appropriate scientific methods allows us to distinguish illusion from reality.

*Principles of Sociological Inquiry* is designed to lay the foundation for empirical research in the social sciences and impart the necessary skills for advancement to 400-level coursework. The emphasis of this introductory course is on breadth rather than depth. Therefore, we will survey many topics, techniques, and methodologies.

---

### INSTRUCTOR'S ADVICE TO STUDENTS

This syllabus is different from many others. It is longer than some, more detailed than others but, most importantly, it is designed to help you successfully pass the course. In the following pages, there are many suggestions with the most crucial being: Get help as soon as you think you need it. Do not create an insurmountable "catch-up" problem for yourself.

Because the course is somewhat concentrated and the learning process is a cumulative one, it is imperative that you do not fall behind and, to this end, please note the following:

- ✓ Each assignment will be graded and individual feedback provided.
- ✓ After each assessment (e.g., assignment, examination, quiz), you will be provided with an individual grading sheet that explains any deduction of points.
- ✓ Laulima's GRADEBOOK CLASSIC is updated weekly and is always available, thus allowing you to monitor your own grades.

## **SOCIOLOGY 300 (ETH): Principles of Sociological Inquiry**

University of Hawai'i at Mānoa | Quincy A. Edwards, PhD, MSc | Fall 2018

- ✓ Most importantly, take ownership of your education in this class by completing all reading and writing assignments on time and participating in all discussions. Students who make the requisite investment of time and effort in this foundation course will be amply rewarded in their future advanced coursework.
- ✓ Finally, I would emphasize that this is a four-credit course which requires participation at a higher level than you may be accustomed to, so be prepared to work diligently. If you are unable to commit to learning and fulfilling all the course requirements, it may be advisable to postpone taking the course at this time.

---

### TECHNICAL SKILLS REQUIRED FOR AN ONLINE COURSE

Success in this course requires the following minimum proficiencies — namely, an ability to:

- ✓ Create, edit, and upload word processing documents.
- ✓ Communicate via email including sending attachments.
- ✓ Use Lulima to participate in discussions, upload assignments, and take tests.
- ✓ Locate, download, and install software applications and plug-ins.
- ✓ Navigate the World Wide Web using a web browser.

---

### COURSE OBJECTIVES

The overall goals for this course are sixfold – namely, for students to:

1. Develop an understanding of the elements of research design, research methods, and theory construction so that they can systematically study the social world and apply it to new circumstances.
2. Gain insight into the underlying qualitative and quantitative methods employed by sociologists in their research, and foster the ability to constructively criticize the methods used in any social science study.
3. Learn to recognize the challenges and limitations of doing research on human behavior and the caution that is necessary when drawing conclusions from results of any one study.
4. Become versed in the political and ethical considerations when conducting social science research.
5. Apply ethical principles within a cohesive ethical framework.
6. Cultivate a knowledge of social research practices in preparation for the next courses in the methods sequence.

To accomplish such goals, this course will utilize a combination of lectures, readings, discussions, and practica. Lectures and readings will focus on the introduction of new material; discussions will assist in comprehension of the material; practica will provide “hands-on” experience.

---

### STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to:

1. Articulate the advantages and disadvantages of various research paradigms and methodologies, including experiments, surveys, secondary data, and case studies.

## SOCIOLOGY 300 (ETH): Principles of Sociological Inquiry

University of Hawai'i at Mānoa | Quincy A. Edwards, PhD, MSc | Fall 2018

2. Identify the differences between qualitative and quantitative methods and be able to give examples of research questions that each of these methods is most likely to answer.
3. Access, organize, critically analyze, and produce knowledge concerning humans as social and cultural beings.
4. Explain political and ethical considerations that affect social research.
5. Communicate an awareness of the problems, obligations, and consequences of social research in terms of ethical principles.
6. Demonstrate understanding of the processes involved in development of research designs.

### COURSE MATERIALS

#### LAULIMA: UH'S COLLABORATION AND LEARNING ENVIRONMENT

[Laulima](#) is the University of Hawai'i's Collaboration and Learning Environment (CLE). Announcements, assignment instructions, submission of assignments, links to the discussion board, and other salient features will be provided thereon.

#### REQUIRED TEXTBOOK

Babbie, Earl. 2017. *The Basics of Social Research*. 7th ed. Cengage Learning. Belmont, CA.



Title: The Basics of Social Research

Edition: 7 (January 1, 2016)

Paperback: 560 pages

Publisher: Cengage Learning

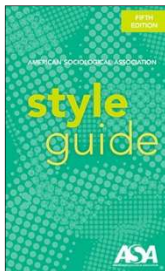
ISBN-10: 1305503074

ISBN-13: 978-1305503076

[Amazon](#) | [Barnes & Noble](#) | [Cengage](#) | [Chegg](#) | [Google Play](#) |

#### Optional Textbook

American Sociological Association. 2014. *American Sociological Association Style Guide*. 5th. ed. Washington, DC: American Sociological Association.



Title: American Sociological Association Style Guide

Edition: 5 (September 26, 2014)

Spiral bound: 136 pages

Publisher: American Sociological Association

ISBN-10: 091276421X | ISBN-13: 978-0912764214

[Amazon](#) | [ASA](#) | [Barnes & Noble](#) | [iTunes](#)

#### REQUIRED READINGS

A set of ancillary readings is provided to students.

---

## REQUIRED SOFTWARE



Data visualization makes complex data more accessible, understandable, and usable by communicating information clearly and efficiently by way of statistical graphs, plots,

and other visual representations. With its origin in descriptive statistics and grounded theory, visualization helps researchers analyze data and evidence.

Tableau® Desktop software is available free of charge to students for the duration of our class, courtesy of Tableau® Software.



Likewise, Microsoft® has made available [Office 365 Education](#) free of charge to students, which includes Word, Excel, PowerPoint, OneNote, and more.

---

## Accessibility Statement

Beginning with [Laulima](#), the University of Hawai'i's Collaboration and Learning Environment (CLE), this course is committed to ensuring that all learning materials and technologies employed are accessible to everyone. As part of course development and its continued improvement, careful consideration is given to several different assistive technologies — screen readers, screen magnification software, and speech recognition software — to ensure the best experience possible for all students. If you have any questions or suggestions regarding the accessibility to software or websites used, please contact me, as I continually endeavor to improve this course for all students.

Below is the list of technologies used throughout this course along with web links to the respective accessibility statement:

[Adobe® Acrobat Reader](#)

[Cengage](#)  
[Firefox ESR](#)

[Laulima](#)  
[Microsoft® Office](#)

[Tableau® Desktop](#)  
[Youtube.com](#)

---

## TECHNICAL REQUIREMENTS

Students should verify that they satisfy all minimum [technical requirements](#) before class begins.

### UH USERNAME AND PASSWORD

Your UH Username is your electronic key to gaining access to the university's online services. UH Username [activation and verification](#) may be done online.

### HARDWARE

Full access to Laulima is available via most desktop or notebook computers. Limited access is possible through smart phones, tablets, and other mobile devices.

*Note: Do not use mobile technologies to submit graded work.*

### INTERNET CONNECTION

Broadband is recommended. A wired connection is strongly advised when taking a quiz or submitting an assignment.

### WEB BROWSER

[Information Technology Services](#) (ITS) recommends [Firefox ESR](#) (Extended Support Release) for use with Laulima. Currently, Internet Explorer and Microsoft Edge do not interact well with Laulima

## SOCIOLOGY 300 (ETH): Principles of Sociological Inquiry

University of Hawai'i at Mānoa | Quincy A. Edwards, PhD, MSc | Fall 2018

and are not recommended for submitting assignments or taking tests. Furthermore, when submitting assignments or taking tests, it is recommended that multiple tabs do not remain open.

### PLUG-INS

Some websites and content require additional software programs ("plug-ins") for your web browser that enable it to display documents and multimedia.

Examples: [Adobe® Acrobat Reader DC](#), [Adobe® Flash Player](#), and [Apple® Quicktime for Windows](#).

## COURSE DESIGN



### NAVIGATING OUR COURSE

The left-hand menu provides the navigation links for this course, starting with the OVERVIEW page [previously HOME page] at the top of the column.

Going down to START HERE, you will find everything you need to get up and running for the course, including an in-depth video tutorial, *Navigating Our Course*.

Above START HERE are the weekly tabs that correspond to where we are in the semester (e.g., WEEK 1, WEEK 2, WEEK 3, and so forth). For each week, under its corresponding tab, you will find:

- ✓ Learning objectives
- ✓ Discussions
- ✓ Lecture(s)
- ✓ Additional Resources
- ✓ Assignment(s)

Make sure to fulfill each week's requirements by completing everything on that week's agenda.

Farther down in the left-hand menu, GRADEBOOK CLASSIC offers an easy and convenient way for you to keep track of your course grades.

This course operates on a weekly schedule that begins on Monday at 12:00 PM (noon) Hawai'i–Aleutian Standard Time (HST) and ends on the following Monday at 12:00 PM (noon).

*All coursework is to be submitted through Lulima.*

### CRITICAL READINGS AND WEEKLY DISCUSSIONS

Selected readings from journals and other publications will provide stimuli for weekly class discussions, and in some cases, critiques and analyses. Asynchronous open class discussions form a significant part of this online course and as students share ideas, perspectives, and experiences with their classmates, they will find this collective interaction will enhance and support course learning objectives.

Active participation in discussions is requisite and readings are critical to informed participation. As indicated in [Discussion Requirements](#) below, discussions require some thought and possibly some research, so it is unwise to wait until the due date to post your comments. Regular, timely, and meaningful participation in class discussions is a key factor in your grade.

**Discussion Requirements**

Posts and responses should be thorough and insightful. One initial post and two responses are to be made during each discussion:

INITIAL POSTS should be a minimum of two paragraphs each and are students' comments based on the discussion topic. These are to be posted by mid-week (Wednesday) to ensure that a dynamic discussion ensues within the course community of learners.

TWO PEER RESPONSES should be a minimum of one paragraph each and are students' replies to their classmates' postings.

ADDITIONAL POSTS/RESPONSES addressing the discussion topic are to be supported with examples, citations, references, etc., and made at timely intervals throughout the session.

When responding, one or two short paragraphs will suffice, but merely posting "I agree," or similar, will be inadequate and unacceptable. Participation means being prepared, expressing readings-based opinions, listening carefully to what others are saying, asking thoughtful questions, and making use of course activities and assignments.

The following rubric will be used to assess the quality of students' initial postings and responses:

<i>CRITERIA</i>	<i>UNACCEPTABLE</i>	<i>ACCEPTABLE</i>
<i>Participation</i>	No posts, or late in session.	Initial post <i>by mid-week</i> and two (2) or more peer responses by weekend.
<i>Length of posts</i>	Post is less than three (3) sentences.	Post is three (3) to five (5) sentences long.
<i>Demonstrates understanding of readings and outside references</i>	Posts/responses show little evidence that readings were completed or understood. Ideas are not clearly expressed. Arguments are not backed up with citations. Postings are mostly personal opinions/feelings.	Posts/responses display understanding of required readings and underlying concepts with correct use of terminology and citations. Extends the learning of the community by integrating other resources to support important points. Well-edited quotations are cited appropriately.
<i>Follow-up postings</i>	Posts no follow-up responses to others' posts.	Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts.
<i>Content</i>	Post does not demonstrate one or more of the characteristics of a helpful recommendation. Posts information that is off-topic, incorrect, or irrelevant to discussion.	Demonstrates analysis of others' posts. Extends meaningful discussion by posting factually correct, specific, measurable, reflective, and substantive contribution. Advances discussion.
<i>Clarity, spelling, and mechanics</i>	Posts long, unorganized or inappropriate content. Posts contain incomplete sentences that are grammatically incorrect and contain spelling errors.	Contributes to discussion with clear, concise comments. Responses are free of grammatical, spelling, or punctuation errors. The style of writing facilitates communication.
<i>Complete Post</i>	Post does not address <i>all parts</i> of the assignment	Addresses all parts of the assignment and all instructions are followed.

## PRACTICA

Practica are designed to teach the techniques and skills of social science research. You will need these in order to develop the competency essential for success in upper-level coursework. Each practicum is a learning opportunity. Make full use of each and every one.

---

## QUICK QUIZZES

Quizzes consist of true/false and multiple choice questions and reflect material taken from lectures, textbook content, and critical readings.

---

## RESEARCH PROJECT

The research project is a multi-stage assignment that requires each student, after instructor approval, to develop a research question, write an introduction, create an annotated bibliography, analyze data, and disseminate results. This assignment is based on cumulative research conducted throughout the course, concomitantly demonstrating student's knowledge and awareness of the research process and all relevant ethical issues.

*Warning* Do not miss a discussion, practicum, or quiz! All must be taken or submitted when scheduled. This online course allows you the freedom to self-direct your work within extended timeframes; as a result, there are no make-up posts, assignments, or exams.

**Adherence to all deadlines is imperative. Extensions will not be given.**

---

## METHOD OF EVALUATION

---

### Grading Structure

The overall grading structure of the course consists of:

Critical Readings and Discussions (25 x 1.0%) .....	25%
Practicums (5 x 5.0%).....	25%
Quick Quizzes (16 x 1.6%).....	25%
Research Project (5 x 5.0%) .....	25%

---

### Grading Criteria

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event one or two students do exceptionally well. To assure a specific grade, consider the following scale:

94-100% = A	87-89% = B+	77-79% = C+	67-69% = D+
90-93% = A-	83-86% = B	73-76% = C	63-66% = D
	80-82% = B-	70-72% = C-	60-62% = D-



## GENERAL INSTRUCTIONS FOR PREPARING WRITTEN ASSIGNMENTS

Quality and clarity of content presented are grading criteria. All written assignments are to be typed in 11-point Arial or 12-point Times New Roman fonts, double-spaced, with one-inch all-around margins and cited sources.

### Presentation Style

- ✓ Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense).
- ✓ Spelling and punctuation.
- ✓ Correct citations using [American Sociological Association Style](#). Each reference must be the result of an in-text citation with page number.
- ✓ Except for the title page, number subsequent pages consecutively at the top right corner.

### File Format

- ✓ Microsoft Word, Open Document Format, or Rich Text Format are required. Apple Pages, Portable Document Format (pdf), and links to Google Doc files are not acceptable.

## ASSIGNMENT SUBMISSIONS

### Submission Confirmations

Upon submission of an assignment to Lulima, (a) a confirmation message is displayed along with (b) a confirmation identification number, and (c) the name of the uploaded attachment.

**Submission Confirmation**

You have successfully submitted your work. You will receive an email confirmation containing this information. (a)

User: Q. Edwards ( )

Class site: SOC-300-211 [ ]

Assignment: Practicum 01: Human Subjects Training and Certification (PHRP)

Submission ID: **4162d762-fb08-400e-89bd-b42dc513373c** (b)

Submitted on: Dec 30, 2017 2:21 pm

History Sat Dec 30 14:21:01 HST 2017 Q. Edwards ( ) submitted

Your submission included the following:

No submission text

**Submitted Attachments** (c)

Edwards\_s475e\_practicum01.pdf ( 2 MB; Dec 30, 2017 2:20 pm )

[Back to list](#)

**Sociology 300 (ETH): Principles of Sociological Inquiry**  
 University of Hawai'i at Mānoa | Quincy A. Edwards, PhD, MSc | Fall 2018

**GRADEBOOK CLASSIC**

Once an assignment is submitted, received, and scored, you can view your grade and instructor feedback under the GRADEBOOK CLASSIC submenu located at the left of the course webpage. Assignments are graded and results posted to GRADEBOOK CLASSIC within the week.

**SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS**

The college experience teaches students more than is in the lectures and textbooks. It also teaches the concepts of punctuality, deadlines, and responsibility. Consequently, recognize that *submitting an assignment on time is part of the assignment.*

<i>Week</i>	<i>Posted</i>	<i>Assignment</i>
1	09/03/2018	Orientation Quick Quiz: Orientation Chapter 1: Human Inquiry and Science Quick Quiz 1 Practicum 1: PHRP Certification
2	09/10/2018	Chapter 2: Paradigms, Theory, and Social Research Quick Quiz 2
3	09/17/2018	Chapter 3: The Ethics and Politics of Social Research Quick Quiz 3
4	09/24/2018	Chapter 15: Reading and Writing Social Research Quick Quiz 15 Practicum 2: 10 Steps to Understanding a Qualitative Research Report
5	10/01/2018	Chapter 4: Research Design Quick Quiz 4
6	10/08/2018	Chapter 5: Conceptualization, Operationalization, and Measurement Quick Quiz 5 Practicum 3: 10 Steps to Understanding a Quantitative Research Report
7	10/15/2018	Chapter 6: Indexes, Scales, and Typologies Quick Quiz 6
8	10/22/2018	Chapter 7: The Logic of Sampling Quick Quiz 7 Research Paper Proposal Part 1: Research Question
9	10/29/2018	Chapter 8: Experiments Quick Quiz 8 Chapter 9: Survey Research Quick Quiz 9 Research Paper Proposal Part 2: Introduction
10	11/05/2018	Chapter 10: Qualitative Field Research Quick Quiz 10

<i>Week</i>	<i>Posted</i>	<i>Assignment</i>
11	11/12/2018	Research Paper Proposal Part 3: Annotated Bibliography Chapter 11: Unobtrusive Research Quick Quiz 11 Chapter 12: Evaluation Research Quick Quiz 12 Research Paper Proposal Part 4: Method
12	11/19/2018	Chapter 13 Qualitative Data Analysis Quick Quiz 13 Practicum 4: Qualitative Analysis
13	11/26/2018	Chapter 14: Quantitative Data Analysis Quick Quiz 14 Practicum 5: Quantitative Analysis
14	12/03/2018	Research Proposal
15	12/10/2018	DUE: Research Paper Proposal Part 5 (Final Examination)

## POLICIES AND PROCEDURES

### CLASS

#### Attendance Policy

Your active participation in this asynchronous online course constitutes your attendance. While attendance is not explicitly used in the calculation of your overall course grade, please know that research has shown—and my experience confirms—that absenteeism is correlated with lower grades. This is especially true of this course as the knowledge is cumulative with each step building on the previous step. Inconsistent attendance creates insurmountable “catch-up” problems for students. In other words, absenteeism is counter-productive to your academic objectives and strongly discouraged.

Accordingly, the following policy is the result of an effort to avoid abuse by some students such as that experienced previously when a more liberal policy was in place.

This asynchronous online course is constructed primarily of self-paced weekly (7-day) modules although, for some assignments, students are provided ten (10) days or more in which to submit their work. As a result, students have ample time in which to complete each assignment and participate in weekly discussions. Lectures and assignments are posted every Monday throughout the semester and students are expected to log into class on the first day (Monday) of each module. Consequently, documentation of an absence lasting five (5) days or less is not required since the student, having started on the weekly module at its posting, has at least two days in which to complete the required discussions and assignments.

One of the benefits of taking an online class is that *it is an online class*. Whereas a student's physical presence in the classroom is required in a traditional on-campus course, suffering from a minor malady or a broken leg does not preclude a student's attendance in an asynchronous online class.

## **Sociology 300 (ETH): Principles of Sociological Inquiry**

University of Hawai'i at Mānoa | Quincy A. Edwards, PhD, MSc | Fall 2018

*Warning* Due to the structure of this course and the immediacies of the weekly class discussions, no "after the event" make-up of discussions will be available.

### EXCUSED ABSENCE GUIDELINES

Students who are unable to attend an online class for a period exceeding five (5) days in any one module due to a medical condition or an unforeseen emergency bear the responsibility of informing the instructor and providing documentation for their absence within one week following the period of absence.

### *Major illness/accident/emergency*

DOCUMENTATION IS REQUIRED from a treating physician or healthcare provider that may be substantiated by a follow-up telephone call, specifying:

- The student was too ill or injured to participate in an online class for a period exceeding five (5) days in any one module.
- Specific date(s) for which the student was unable to participate in the online class module.
- Nature of the medical condition and the restrictions on participation in an on-line course.

### *Personal emergency or uncontrollable circumstance*

DOCUMENTATION IS REQUIRED that supports the student's need for an extended absence from the online class and verifies the emergency that may include:

- Funeral notices (of immediate family member) published in local newspapers.
- Birth certificates, court records, or similar, documenting immediate familial relationship.
- Court appearance documented by a letter from the clerk of the court.
- Public records or government agency documentation attesting to the natural disaster or crisis event.

### RELIGIOUS HOLIDAYS

Students planning to miss class for religious observances should inform the instructor in a timely manner prior to the holiday. Students are responsible for all assignments and class activities that take place on these dates.

---

### Campus Computer Labs

Technical malfunction is not a valid excuse for non-completion or non-submission of an assignment. Information Technology Services (ITS) operates [two computer labs on campus](#): the [Wong Computer Lab](#) located on the first floor of Sinclair Library and the [Computerized Learning and Information Center \(CLIC\) Lab](#) located on the first floor of Hamilton Library. These offer a combined total of over 115 computers with [generous hours of operation](#).

### STUDENT ATHLETES AWAY FROM CAMPUS.

UHM student athletes may be afforded the opportunity to check out laptops for the duration they are "on the road." For further information, student athletes should consult their academic advisor.

---

## Communication with Your Instructor

All students are required to use [UH Email](#) for official university email communication. Students are expected to check their UH email account *daily*. In addition to weekly class announcements, the instructor may need to contact students individually.

When emailing the instructor, please observe the following:

- ✓ In the subject line, clearly state the course number and, briefly, the issue being addressed.
- ✓ Begin the email with an appropriate salutation and end with a valediction.

You may address me as Dr. Quincy or Dr. Edwards. I am most readily accessible by email and usually respond to your message well within 24 hours, except weekends and [university holidays](#) when I often meet with friends and family to engage in outside activities.

I am also accessible by phone regardless of whether I am on O'ahu or off-island. However, the quickest way to contact me and receive a response is through email.

---

## Incomplete Policy

According to the [University of Hawai'i at Mānoa Catalog](#) section on [Credits and Grades](#), an Incomplete grade may be given only in exceptional circumstances at the instructor's discretion.

*A grade of ["I"] is given to a student who has not completed a small but important part of a semester's work if the instructor believes that the Incomplete was caused by conditions beyond the student's control. Each student receiving a grade of ["I"] should consult his or her instructor promptly to determine the steps to be taken and the deadline to complete the course work for changing the grade of ["I"] to a final grade.*

The Incomplete policy for this course requires that you have completed at least 70% of the course with a passing grade and that an exceptional circumstance (e.g., medical issue) exists. In such an event, you should email me stating the reason for your request together with pertinent documentation. Thenceforth, we will decide upon a course of action.

---

## Netiquette

Netiquette or "net etiquette" refers to an ethical code of conduct for behaving appropriately over computer networks or *cyberspace*. Good netiquette demonstrates professionalism and courtesy by exhibiting the same professional respect in the online class as expected in a face-to-face classroom or workplace. As such, any incivility or *argumentum ad hominem*<sup>1</sup> will not be tolerated.

With respect to discussion board posts, basic netiquette:

- ✓ Uses good grammar and spelling, and avoids using chat acronyms and text shorthand.
- ✓ Makes posts concise, on topic, and within the scope of the course material.
- ✓ Avoids profanity and slang.
- ✓ Maintains a positive tone.
- ✓ Is open-minded and sensitive to others' cultural and linguistic backgrounds, as well as different political and religious beliefs, etc.

---

<sup>1</sup> *The person presenting an argument is attacked instead of the argument itself.*

## UNIVERSITY

---

### Academic Grievance

[Academic Grievance Procedures](#) are designed to ensure that faculty and students at the University of Hawai'i at Mānoa are subject to a policy of consistent and equitable treatment in resolving disputes arising from the academic relationship. Grievances are limited to those issues directly associated and concomitant with the faculty member's responsibilities as a teacher and the student's responsibilities as a learner.

Assistance on matters associated with [Academic Grievance Procedures](#) are available from the [Office of Judicial Affairs](#), Queen Lili'uokalani Center for Student Services 207, (808) 956-4416.

---

### Electronic Course and Faculty Evaluation (eCAFE) System

The Department of Sociology is committed to attaining continual improvement in the quality of its course offerings. For this reason, your assistance is much-needed as you progress with your education. As students (and course consumers), only you are able to tell us about your educational experiences in your classes, and you are encouraged to do so through our evaluation process.

Toward the end of each semester, you will be informed of the time period during which the online [eCAFE system](#) will be available for submission of course evaluations.

To assure the openness of the evaluation process and the availability of submitted information to incoming students, current students, the Department, and other interested parties, the results of the evaluations are available via the [eCAFE system](#).

By participating in this process, you are assuring that UH will continue to improve its course offerings and available resources for students.

---

### KOKUA for Students with Disabilities

Any students who feel they may need an accommodation based on the impact of a disability are invited to contact me privately. I will be happy to work with you and the [KOKUA Program](#) (Office for Students with Disabilities) to ensure reasonable accommodations in my courses. KOKUA may be reached at:

Queen Lili'uokalani Center for  
Student Services 013  
2600 Campus Road,  
Honolulu, HI 96822

Hours: Monday-Friday, 7:45am-4:30pm

Tel.: (808) 956-7511 or  
(808) 956-7612 (Voice/Text)

Fax: (808) 956-8093

Email: [kokua@hawaii.edu](mailto:kokua@hawaii.edu)

Web: <http://www.hawaii.edu/kokua/>

The [KOKUA Program](#) — *Kahi O Ka Ulu'Ana ("The Place of Growing")* — is the primary campus unit responsible for providing academic access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence, and Diversity within the Division of Student Affairs.

---

### Registration and Withdrawal Deadline Information

09/12/2018	Last day to register.
09/12/2018	Last day to receive 100% tuition refund.
09/24/2018	Last day to receive 50% tuition refund.
09/24/2018	Last day to drop classes (No "W" on transcript).
11/02/2018	Last day to withdraw from class ("W" on transcript).

---

### Student Conduct

Students are required to abide by the University of Hawai'i at Mānoa [Student Conduct Code](#) (2016):

*Choosing to join the University community obligates each student to abide by this code of conduct. By enrolling in the University, students accept the responsibility to become fully acquainted with the University's regulations and to comply with the University's authority. The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.*

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including but not limited to cheating, plagiarism, and furnishing false information to any UH official, faculty member, or office:

*The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.*

*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.*

Any additional questions regarding the [Student Conduct Code](#) should be addressed to the [Office of Judicial Affairs](#), Queen Lili'uokalani Center for Student Services 207, (808) 956-4416.

---

### University of Hawai'i Credit Hour Policy

Although the flexibility of an asynchronous online course is expedient for those with busy schedules, online classes require the same time commitments as on-campus classes.

The University of Hawaii system Executive Policy E5.228 complies with the Western Association of Schools and Colleges (Accrediting Commission for Senior Colleges and Universities) credit hour policy and provides that a credit hour:

- A. Is associated with an amount of work represented in intended learning outcomes and verified by evidence of student achievement.
- B. Reasonably approximates but is not less than:

## **SOCIOLOGY 300 (ETH): Principles of Sociological Inquiry**

University of Hawai'i at Mānoa | Quincy A. Edwards, PhD, MSc | Fall 2018

1. One hour of class or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different period of time, or
2. At least an equivalent amount of work for other academic activities such as online instruction, laboratory work, internships, practica, studio work and other work that earns academic credit.

These expectations require students to spend not less than three (3) hours per academic credit each week on coursework and course-related projects. For example, a typical semester-long, three-credit-hour course would require a commitment of at least nine (9) hours per week. Similarly, a four-credit-hour course would require a commitment of at least twelve (12) hours per week.



## Technical Support

[Information Technology Services](#) (ITS) provides a wide array of services to support students. If you have a general technical support issue, contact the [Help Desk](#): (808) 956-8883; [help@hawaii.edu](mailto:help@hawaii.edu).

Alternatively, if you have a technical support issue specific to Lulima, use the [Request Assistance](#) link found at the bottom of every webpage. You will then be directed to a webform (below) that will help you create a *work order*. Typically, work orders are replied to expeditiously.

**Lulima**, The learning and collaboration server for the University of Hawai'i Community [UH Home](#) | [Search UH](#)

HOME SERVICES STATUS ABOUT

### Requesting assistance

Enter as much information in the blank fields as appropriate then click on the "Request assistance!" button.  
For faculty/staff requesting crosslists (combining sites), collaboration sites, or development sites, please use the [Request Account](#) form.

Firstname

Lastname

Email (required)  
*Be sure this is correct!*

UH username

Alternate contact for problems with logging in  
(non-UH email address)

I am a


Campus:


Problem involves...


---

Course name or collaboration group, campus, and instructor or leader

Need assistance with ...

 Use of this site implies consent with our [Usage Policy](#)  
The University of Hawai'i is an [Equal Opportunity Employer](#)  
copyright ©2007 University of Hawai'i

This page last modified on Thursday, 13-Sep-2007 17:20:21 HST 

 Privacy - Terms

---

## Title IX and The Office of Institutional Equity

The [Office of Institutional Equity](#) oversees the University's centralized initiatives for preventing, reporting and responding to sex discrimination, including sexual and gender based harassment, sexual exploitation, sexual assault, domestic violence, dating violence and stalking.

The Department of Sociology recognizes the inherent dignity of all individuals and promotes respect for all people. Sex discrimination and gender-based violence will NOT be tolerated. If you have been the victim of sex discrimination or gender-based violence, we encourage you to report this matter or contact a confidential advocate. As a faculty member, I am interested in promoting a safe and healthy educational environment, and should I learn of any sexual misconduct, I must report the matter to the [Title IX Coordinator](#) who oversees the University's centralized review, investigation, and resolution process for reports of sexual misconduct, and also coordinates the University's compliance with Title IX. Although the [Title IX Coordinator](#) and I cannot guarantee confidentiality, you will still have options about how your case will be handled.

If you have a concern about sexual discrimination or gender-based violence involving yourself or other students, faculty, or staff, please contact the UH Mānoa [Office of Title IX](#), (808) 956-2299, 2500 Campus Road, Hawai'i Hall 124.

If you wish to remain anonymous or if you would like to receive information and support in a confidential setting, please contact a [confidential resource](#):

[Counseling & Student Development Center \(CSDC\)](#)  
(808) 956-7927 | 2600 Campus Road, QLCSS 312

[Lesbian, Gay, Bisexual, Transgender \(LGBT\) Student Services](#)  
(808) 956-9250 | 2600 Campus Road, QLCSS 211

[Office of Gender Equity](#)  
(808) 956-9977 | 2600 Campus Road, QLCSS 210

[Prevention, Awareness, and Understanding \(PAU\) Violence Program](#)  
(808) 956-8059 | 2600 Campus Road, QLCSS 211

[Student Parents at Mānoa \(SPAM\)](#)  
(808) 956-8059 | 2600 Campus Road, QLCSS 211

[University Health Services Mānoa \(UHSM\)](#)  
(808) 956-8965 | 1710 East-West Road

[Women's Center](#)  
(808) 956-8059 | 2600 Campus Road, QLCSS 211

*Disclaimer* If circumstances change, the instructor reserves the right to alter, modify, amend, or otherwise change this syllabus. No changes are anticipated at this time, but if changes do become necessary, students will be notified in writing.



Copyright Quincy A. Edwards 2018. Released to the public under [Creative Commons BY-NC-SA 4.0](#).