

ACCESSIBILITY STATEMENT

This course is committed to ensuring that all learning materials and technologies employed are accessible to everyone.

As part of this 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.

Due to file size constraints imposed on this server, please email the instructor for an accessible syllabus. Otherwise the attached syllabus is suitable for computer screens and high-resolution printing.

SOCIOLOGY 300: Principles of Sociological Inquiry
University of Hawai'i at Mānoa, Spring 2017

COURSE SYLLABUS

CLASS INFORMATION

Lecture Posted:	M 6:00 pm	Instructor:	Quincy Edwards, PhD, MSc.
Course Dates:	01/23 - 05/12/2017	Office Hours:	By appointment.
Course No.:	3243 (E)	Telephone:	(808) 226-1711
Laulima:	https://laulima.hawaii.edu/	Email:	quincy.edwards@hawaii.edu

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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 most. But most importantly, it is designed to help you successfully pass the course. Please keep this syllabus for reference during the course.

In the following pages, there are many suggestions to you but the most crucial one is this: 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 students 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), every student will be provided with an individual grading sheet that explains any deduction of points.
- ✓ The Laulima gradebook is updated weekly and always available, thus allowing students to monitor their own grades.

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- ✓ 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 hard. If you are not committed to learning and fulfilling all the course requirements, it may be advisable to postpone taking the course at this time.

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 practicums. Lectures and readings will focus on the introduction of new material; discussions will assist in comprehension of the material; practicums 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.
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.

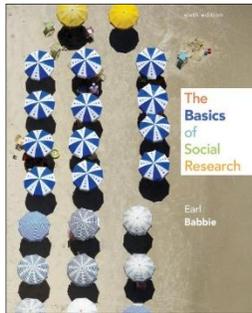
COURSE MATERIALS

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. 2013. *The Basics of Social Research*. 6th edition. Cengage Learning.



Title: *The Basics of Social Research*

Edition: 6 (January 1, 2013)

Paperback: 576 pages

Publisher: Cengage Learning

ISBN-10: 113359414X

ISBN-13: 978-1133594147

[Amazon](#) | [Barnes & Noble](#) | [Valore Books](#)

REQUIRED READINGS

A set of ancillary readings is provided to students.

REQUIRED SOFTWARE

Statistical software is a specialized computer program for analysis in statistics and econometrics. SAS® (Statistical Analysis System) University Edition was developed by the SAS® Institute for use in statistics and quantitative methods classes in a variety of areas, including the social sciences.



THE
POWER
TO KNOW.

[SAS® University Edition software](#) is generously made available free of charge to students courtesy of the SAS Institute.

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 a web link to the respective accessibility statement:

[Adobe® Acrobat Reader](#)

[Firefox ESR](#)

[Laulima](#)

[Microsoft® Office](#)

[SAS® University Edition](#)

[Youtube.com](#)

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](#)

TECHNICAL REQUIREMENTS

To participate in this course, 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 Lulima 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 Lulima. Currently, Internet Explorer and Microsoft Edge do not interact well with Lulima and are not recommended for submitting assignments or taking tests.

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](#).

TECHNICAL SKILLS REQUIRED FOR AN ONLINE COURSE

As part of your online experience, you are expected to utilize a variety of technology mediums as part of your curriculum. Success in this online course requires the following minimum proficiencies — namely, an ability to:

- ✓ Create, edit and upload word processing documents.
- ✓ Communicate via email including sending attachments.
- ✓ Use Lualima 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 DESIGN

PRACTICUMS

Practicums are designed to teach the techniques and skills of social science research. You will need these in order to develop the competency essential to the Research Project. The practicums are learning opportunities; make full use of each and every one.

CRITICAL READINGS AND DISCUSSIONS

Selected readings from journals and other publications will provide stimuli for weekly class discussions, and in some cases, critiques and analyses. These will 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.

QUICK QUIZZES

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

RESEARCH PROJECT

This written assignment will be a five- to eight-page research paper based on cumulative research conducted throughout the course, concomitantly demonstrating student's knowledge and awareness of all relevant ethical issues. A two-page proposal is to be submitted to the instructor by the time and date specified in the Schedule of Reading Assignments and Examinations.

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 makeup 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%
Practicums	40%
Quizzes	25%
Final Examination/Research Project	10%

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-

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 the student has 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, student should email me stating the reason for their request. Thenceforth, we will decide upon a course of action.

ATTENDANCE POLICY

This is an online asynchronous course. Your active participation constitutes your attendance. While attendance is not explicitly used in the calculation of your overall course grade, I am required to report excessive absences — or in this case, non-participation — to your academic dean. The matter is then left to the dean's discretion.

Having explained the attendance policy, 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.

WEEKLY DISCUSSIONS

Asynchronous open class discussions form a significant part of this online course. As students share ideas, perspectives, and experiences with their classmates, they will find this collective interaction will enhance and support learning objectives.

Discussions begin Monday at 12:00 pm (HST) and end the following Monday at 12:00 pm (HST).

REQUIREMENTS

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 early in the session 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.

Posts and responses should be thorough and insightful. 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>	<p>Posts/responses show little evidence that readings were completed or understood.</p> <p>Ideas are not clearly expressed.</p> <p>Arguments are not backed up with citations.</p> <p>Postings are mostly personal opinions/feelings.</p>	<p>Posts/responses display understanding of required readings and underlying concepts with correct use of terminology and citations.</p> <p>Extends the learning of the community by integrating other resources to support important points.</p> <p>Well-edited quotations are cited appropriately.</p>
<i>Follow-up postings</i>	Posts no follow-up responses to others' posts.	<p>Demonstrates analysis of others' posts.</p> <p>Extends meaningful discussion by building on previous posts.</p>
<i>Content</i>	<p>Post does not demonstrate one or more of the characteristics of a helpful recommendation.</p> <p>Posts information that is off-topic, incorrect, or irrelevant to discussion.</p>	<p>Demonstrates analysis of others' posts.</p> <p>Extends meaningful discussion by posting factually correct, specific, measurable, reflective, and substantive contribution.</p> <p>Advances discussion.</p>

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<i>CRITERIA</i>	<i>UNACCEPTABLE</i>	<i>ACCEPTABLE</i>
<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 <u>all parts</u> of the assignment	Addresses all parts of the assignment and all instructions are followed.

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. The grade for a paper will be based on the following:

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.
- Margins, fonts, format, etc., according to specific assignment.

ORGANIZATION

- Structure and format.
- Logical sequencing and continuity of ideas.
- Clarity of expression.
- Conciseness.

CONTENT

- As indicated by specific assignment.

FILE FORMAT

- Microsoft Word, Open Document Format, or Rich Text Format are required. Apple Pages files are not acceptable. Do not place an electronic copyright on your paper or restrict the file to Read Only.

CLASS POLICIES

EMAIL

Students are expected to check their UH email account daily. In addition to weekly class announcements, students may need to be contacted 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.

NETIQUETTE

Netiquette or "net etiquette" refers to an ethical code of conduct for behaving properly 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*¹ 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.

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

¹ The person presenting an argument is attacked instead of the argument itself.

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 further 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.

ACADEMIC GRIEVANCE

[Academic Grievance Procedures](#) are designed to ensure that faculty and student(s) 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.

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 course. 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

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, & Diversity within the Division of Student Affairs.

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SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS

The college experience teaches students more than what 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.

Week Posted Assignment

1	01/23/2017	Chapter 1: Human Inquiry and Science Quick Quiz 1 Practicum 1: PHRP Certification
2	01/30/2017	Chapter 2: Paradigms, Theory, and Social Research Quick Quiz 2
3	02/06/2017	Chapter 3: The Ethics and Politics of Social Research Quick Quiz 3
4	02/13/2017	Chapter 15: Reading and Writing Social Research Quick Quiz 15 Practicum 2: 10-Steps to Understanding a Qualitative Research Report
5	02/20/2017	Chapter 4: Research Design Quick Quiz 4
6	02/27/2017	Chapter 5: Conceptualization, Operationalization, and Measurement Quick Quiz 5 Practicum 3: 10-Steps to Understanding a Quantitative Research Report
7	03/06/2017	Chapter 6: Indexes, Scales, and Typologies Quick Quiz 6
8	03/13/2017	Chapter 7: The Logic of Sampling Quick Quiz 7 Research Paper Proposal Part 1: Research Question
9	03/20/2017	Chapter 8: Experiments Quick Quiz 8 Chapter 9: Survey Research Quick Quiz 9 Research Paper Proposal Part 2: Introduction
	03/27/2017	Kūhiō Day and Spring Recess
10	04/03/2017	Chapter 10: Qualitative Field Research Quick Quiz 10 Research Paper Proposal Part 3: Annotated Bibliography
11	04/10/2017	Chapter 11: Unobtrusive Research Quick Quiz 11 Chapter 12: Evaluation Research Quick Quiz 12

Week Posted Assignment

		Research Paper Proposal Part 4: Method
12	04/17/2017	Chapter 13 Qualitative Data Analysis Quick Quiz 13 Practicum 4: Qualitative Analysis
13	04/24/2017	Chapter 14: Quantitative Data Analysis Quick Quiz 14 Practicum 5: Quantitative Analysis
14	05/01/2017	Research Project
15	05/08/2017	Final Examination Week

REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

02/02/2017	Last day to register/add courses. Last day to receive 100% tuition refund.
02/13/2017	Last day to receive 50% tuition refund.
02/13/2017	Last day to drop classes (No "W" on transcript).
03/29/2017	Last day to withdraw from class ("W" on transcript).

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.

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

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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](#), including:

[Counseling & Student Development Center](#)

(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

[University Health Services Mānoa](#)

(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 the syllabus. No changes are anticipated at this time, but if changes do become necessary, students will be notified in writing.