SOCIOLOGY 313 (ETH): Survey of Sociology of Work
University of Hawai'i at Mānoa, Summer 2018

COURSE SYLLABUS

Lecture Posted:	M 12:00 PM (noon)	Instructor:	Quincy A. Edwards, PhD, MSc.
Course Dates:	06/04 – 08/10/2018	Consultation:	By appointment.
CRN:	97207	Telephone:	(808) 226-1711
Laulima:	https://laulima.hawaii.edu/	Email:	quincy.edwards@hawaii.edu

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COURSE ORIENTATION

UHM CATALOG COURSE DESCRIPTION

SOC 313 SURVEY OF SOCIOLOGY OF WORK (3). Work from viewpoint of individuals; meaningfulness versus productivity; how work, economics, and the industrial system affect individual goals. 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

Work is a dynamic field and its sociological aspects are forever in flux. In this course, we will focus on the historical and macro-sociological aspects of such changes as well as the different types of labor and their interrelationships. Topics include: occupations and professions, industries and technologies, along with the influences of organizations, social institutions, and social policies in contemporary society. Future trends in the workplace will also be discussed and we will speculate on how new entities might replace traditional ones in ways not yet envisaged. In a personal context, we may view work with anguish or optimism for it is a significant part of who we are and what we do. While work provides financial opportunity, it also shapes one's identity, produces meaning, and creates social prestige.

A developing global system is absorbing national economies. On both national and global levels, the ongoing transformations in the social organization of work have resulted in a highly competitive arena, creating pressures on worker performance and productivity. As technologies advance in application and research, organizations become more flexible and in order to accommodate the fluctuations of industry needs, employers choose alternatives to permanent work forces by replacing them with temporary or part-time personnel. It follows that these practices present major challenges to workers and have profound implications on their career planning and job security.

The way in which we meet these challenges will reshape the economic, political, and social policies of the 21st century.

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.

✓ 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 course will be amply rewarded in their future advanced coursework.

✓ Finally, I would emphasize that this course requires discussion participation at a level to which you may not be accustomed. 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.

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 Laulima 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 goals of this course are for students, using both theory and contemporary application, to:

1. Interpret and translate the major theories when studying work from a sociological perspective.

2. Identify categories, structures, terminology, and trends according to the social organization of work.

3. Recognize the changing nature of work in national and global economies.

4. Understand how the nature of work and occupations shapes everyday life.

5. Analyze and evaluate some of the major trends in work today.

6. Achieve basic competency in deliberating and analyzing contemporary ethical issues in order to make ethical judgments.

7. Learn to apply ethical principles within a cohesive ethical framework.

8. Apply ideas and concepts of the sociology of work to individual work experiences.

To accomplish such goals, a combination of readings, writings, discussions, and multimedia, will be employed. Readings and multimedia will focus on the introduction of new material; discussions and writings will assist in comprehension of the material.

STUDENT LEARNING OUTCOMES

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

1. Articulate how an increased focus on the meaning of work and the satisfaction derived from work are linked to broader themes in sociology.

2. Identify and summarize work roles and how these influence our daily lives (e.g., inequality and discrimination at work, obtaining meaningful work, integrating work and family, and participation in unions and other collective organizations at work).

3. Demonstrate an understanding of societal-level consequences of the changing nature of work. Also discuss the world economy and the role of transnational corporations in molding the world of tomorrow.

4. Outline today's occupational roles and the unique sets of skills that are needed to perform these roles, whether professionals, managers, clerical workers, sales workers, or marginal workers.

5. Create compelling, original arguments that integrate theoretical perspectives and research findings, and that advance reasonable conclusions regarding major trends in work today relating to individuals, groups, and organizations.

6. Analyze and deliberate the social psychological aspects of work, including such concepts as role overload and role conflict. Also discuss the spill-over between work and personal life with both positive and negative effects.

7. Discuss how political, economic, and ethical policy issues arise from the controversial changes brought about by the technology revolution and globalization (e.g., the use of an appropriate analytic frame to predict the impact of global production chains linking the nations and workers of the world into a unified economic unit).

8. Display a thorough understanding of the knowledge, skills, and dispositions required of students as they complete college and enter the contemporary globalized workplace.

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

Hodson, Randy, and Teresa A. Sullivan. 2011. *The Social Organization of Work.* 5th ed. Belmont, CA: Wadsworth/Thomson Learning.
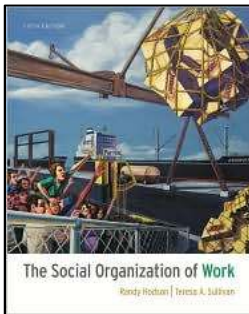
Title: The Social Organization of Work

Edition: 5 (February 18, 2011)

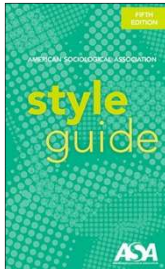Paperback: 528 pages

Publisher: Wadsworth Publishing

ISBN-10: 111130095X

ISBN-13: 978-1111300951

Amazon | Barnes & Noble | Valore Books

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.

ACCESSIBILITY STATEMENT

Beginning with Laulima, the University of Hawaiʻi'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	Laulima	The Guardian
Firefox ESR	Microsoft Office	Youtube.com

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 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 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.

COURSE DESIGN
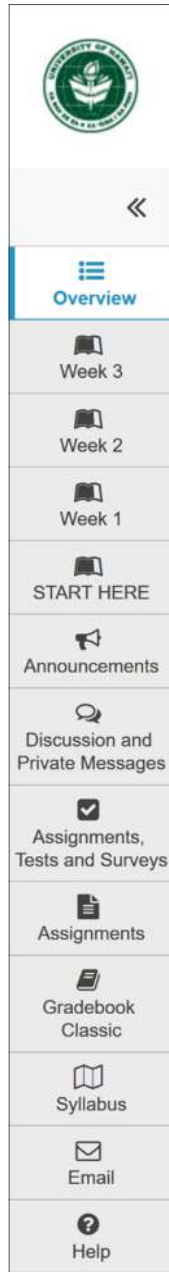
NAVIGATING OUR COURSE

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

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

Furthermore, 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) Hawaiʻi–Aleutian Standard Time (HST) and ends on the following Monday at 12:00 PM (noon).

All coursework is to be submitted through Laulima.

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. 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 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.

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 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:

CRITERIA	UNACCEPTABLE	ACCEPTABLE
Participation	No posts, or late in session.	Initial post _by mid-week_ and two (2) or more peer responses by weekend.
Length of posts	Post is less than three (3) sentences.	Post is three (3) to five (5) sentences long.
Demonstrates understanding of readings and outside references	Posts/responses show little evidence that readings were completed or understood. Ideas are not clearly expressed. Arguments are not backed up with citations. Posts 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.
Follow-up postings	Posts no follow-up responses to others' posts.	Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts.
Content	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.
Clarity, spelling, and mechanics	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.
Complete Post	Post does not address _all parts_ of the assignment	Addresses all parts of the assignment and all instructions are followed.

QUICK QUIZZES

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

JOB PORTFOLIO

The job portfolio assignments are designed to reinforce course concepts and to aid in the analysis of your individual work experiences.

FINAL EXAMINATION

The final examination builds upon the previous job portfolio assignments and the application of contemporary ethical issues.

Warning   Do not miss a discussion, assignment, 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%

Quick Quizzes 25%

Job Portfolio 25%

Final Examination 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. 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.

File Format

- ✓ Microsoft Word, Open Document Format, or Rich Text Format are required. Apple Pages files are not acceptable. Do not restrict the file to Read Only.

ASSIGNMENT SUBMISSIONS

Submission Confirmations

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

GRADEBOOK

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

Week	Posted	Assignment
1	06/04/2018	Chapter 1: The Evolution of Work
		Chapter 2: Studying the World of Work
		Job Portfolio #1
2	06/11/2018	Chapter 3: Satisfaction and Alienation
		Chapter 4: Class, Race, and Gender
		Course Reader: TBA
3	06/18/2018	Chapter 5: Work and Family
		Chapter 6: Collective Responses to Work
		Course Reader: TBA
		Job Portfolio #2
4	06/25/2018	Chapter 7: Technology and Organization
		Chapter 8: From Field, Mine, and Factory
		Course Reader: TBA
		Job Portfolio #3
5	07/02/2018	Chapter 9: The High-Tech Revolution
		Chapter 10: Services
		Reader TBA
		Job Portfolio #4
6	07/09/2018	Chapter 11: Professions and Professionals
		Chapter 12: Managers
		Course Reader: TBA
		Job Portfolio #5
7	07/16/2018	Chapter 13: Administrative Support and Sales
		Chapter 14: Marginal Jobs
		Course Reader: TBA
		Job Portfolio #6
8	07/23/2018	Chapter 15: The World of the Large Corporation
		Chapter 16: Globalization
		Course Reader: TBA
9	07/30/2018	Course Reader: TBA
10	08/06/2017	Final Examination DUE.

POLICIES AND PROCEDURES

CLASS

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.

Campus Computer Labs

Technical malfunction is not a valid excuse for non-completion or non-submission of an assignment. Should the need arise, 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 Quincy, Dr. Quincy, or Dr. Edwards. I am most readily accessible by email and usually respond to your message well within 24 hours, except on 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 Oʻahu or off-island. However, the quickest way to contact me and get a response is through email

Incomplete Policy

According to the University of Hawaiʻi 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. Thenceforth, we will decide upon a course of action.

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.

UNIVERSITY

Academic Grievance

Academic Grievance Procedures are designed to ensure that faculty and students at the University of Hawaiʻi 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 Liliʻuokalani 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.

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

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 course. KOKUA may be reached at:

Queen Lili'uokalani Center for	Tel.:	(808) 956-7511 or
Student Services 013		(808) 956-7612 (Voice/Text)
2600 Campus Road,	Fax:	(808) 956-8093
Honolulu, HI 96822	Email:	kokua@hawaii.edu
Hours: Monday-Friday, 7:45am-4:30pm	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

06/12/2018	Last day to register.
06/12/2018	Last day to receive 100% tuition refund.
06/18/2018	Last day to receive 50% tuition refund.
06/18/2018	Last day to drop classes (No "W" on transcript).
07/13/2018	Last day to withdraw from class ("W" on transcript).

Student Conduct

Students are required to abide by the University of Hawaiʻi 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 further questions regarding the Student Conduct Code should be addressed to the Office of Judicial Affairs, Queen Liliʻuokalani Center for Student Services 207, (808) 956-4416.

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.

Alternatively, if you have a technical support issue specific to Laulima, 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:

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, Hawaiʻi 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.