

Sociology 301: Survey of Urban Sociology (Online)
SYLLABUS
Summer 2016 (6/6/2016 – 8/12/2016)
Instructor: Alexandra Springer, PhD

Class meeting time: Online discussions (Mon.-Sat. no set times)
Office hours (online): Anytime per e-mail or
via Skype by appointment
E-mail: aspringe@hawaii.edu
Course website: <https://laulima.hawaii.edu/portal>
additional information at <http://aspringer.weebly.com>

Online

This online course is similar to any traditional face-to-face course in some ways, yet different from it in others.

Difference: You do not have to find parking. If you own a computer at home, you can even stay in your pajamas while participating in class. You can choose your own seat and even bring a pillow if it makes you more comfortable. You can eat and drink during an online class and you can answer your cell phone. Best of all you can work late at night or early in the morning – anytime that is most convenient for you.

Similar: You still have to do all the readings and you do have to participate in class. It is not possible to hide in the back of the room in an online course. If you do not actively participate in the course, you will not pass this class.

Course Description

The city in historical and comparative perspectives. Interplay of demographic, economic, and cultural factors in urban growth. Urban process, development, and interdependence.

Student Learning Objectives

This course will introduce students to the theory and practice of community development. Students will gain a basic understanding of community development concepts, processes, and approaches. Students will learn different approaches to foster local sustainable capacity building.

Readings

All of the readings will be from the required text. You might receive additional small reading assignments (which will be posted on Laulima under “Modules”). Complete reading assignments **prior** to the weekly discussions.

Required Book



Asset Building and Community Development, 4th Edition, Gary Paul Green and Anna Haines. Newbury, CA: Sage Publications (2016). ISBN: 978-1-4833-4403-4

Required Computer Software (all free downloads)

You may need some basic pieces of software installed on your personal PC, or available on the UH campus lab computers:

QuickTime for all videos in streamed format (<http://www.apple.com/quicktime>)

Any modern web browser (e.g. Firefox - <http://www.mozilla.com/en-US/firefox/>)

Adobe Flash Player (e.g. <http://www.adobe.com/products/flashplayer/>)

Course Components (Summary)

There are four components to the final grade.

1. **Discussions**
2. **Exercises**
3. **Midterm**
4. **Final Project**

Grading Components (Overview)

| | |
|--|--------------------|
| Discussions (10x): each worth 40points | 400 points |
| Midterm (1x): worth 300points | 300 points |
| Exercises (8x): each worth 50 points | 400 points |
| Final Project: worth 400 points | 400 points |
| Total Points possible | 1500 points |

| <u>Grade</u> | <u>Percent</u> | <u>Grade</u> | <u>Percent</u> |
|--------------|----------------|--------------|----------------|
| A+ | = 97-100 | C+ | = 77-79 |
| A | = 93-96 | C | = 73-76 |
| A- | = 90-92 | C- | = 70/72 |
| B+ | = 87-89 | D+ | = 67-69 |
| B | = 83-86 | D | = 63-66 |
| B- | = 80-82 | D- | = 60-62 |
| | | F | = < 59 |

Discussions

This is one of the most important elements of this course. You must participate in the weekly discussion. I will post various discussion questions throughout each week and every student is expected to enter the discussion at least four times a week. Post two responses to original questions and respond to at least two of your classmates with meaningful comments in accordance with your syllabus. Your original posts should be in the 100-word range and your responses to classmates in the 75-word range. You must post on at least two different days/dates of the week. If you do not participate you will be losing the points for that week. There is no make-up by 'over-participating' the following week.

It is not considered participating in a discussion when you "just post" comments at the end of the week. A discussion should be an extended, interactive communication between the instructor and all students throughout the week dealing with the particular topic of the week. I will look favorably on responses that are posted on or before Wednesdays.

Grading the Discussions

Your weekly responses will be graded according to this matrix. Multiple responses to various questions will improve your chance of giving a creative, well-thought out answer and will improve your chance of earning a high percentage for that week.

| <i>Grade</i> | <i>Discussion Grading Criteria</i> |
|---------------------|--|
| A: 36-40 points | Responses are on topic, original, and contribute to the quality of the discussion. Responses make frequent, informed references to class material. Responses are clearly written. Responses meet posted length requirements. Two or more responses per thread to classmates that are thoughtful and advance the discussion. |
| B: 32-35 points | Responses are on topic, largely original, and contribute to the quality of the discussion. Responses make some informed references to class material. Responses are generally clearly written. Responses meet posted length requirements. One response to a classmate per thread that is thoughtful and advances the discussion. |
| C: 28-31 points | Responses are on topic, but lack originality, and lack a significant contribution to the quality of the discussion. Responses make vague or summary references to class material. Responses do not meet posted length requirements. Response(s) to others does not advance the discussion. |
| D: 24-27 points | Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. Responses make little or no references to class material. Responses do not meet posted length requirements. No responses to classmates. If there are two questions, students didn't respond to one. |
| F: 0-23 points | Responses are off topic, lack originality, and lack any contribution to the quality of the discussion. Responses make little or no references to class material. Response is plagiarized (will result in 0 points automatically). No responses to classmates. |

Policies

Kokua (Students with Disabilities)

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

Academic Integrity

You are expected to understand and comply with the University's Policy of Academic Integrity. The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. Violations of the Student Conduct Code may result in suspension or expulsion from UH, receiving a failing grade for the course or being referred to the UH Dean of Students for University disciplinary action. If you are unclear on what constitutes cheating or plagiarism please refer to the catalog or by visiting the website <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>.

Plagiarism

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code: *Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.*

University of Hawai`i at Manoa Student Conduct Code (1992), p. 6

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

Schedule

| <i>Week</i> | <i>Topic</i> | <i>Readings</i> | <i>Assignments /Exams</i> |
|------------------|--|-------------------|--|
| 1 (6/6-6/12) | Introduction: The Role of Assets in Community-Based Development | Chapter 1 | Exercise #1 |
| 2 (6/13-6/19) | A History of Community Development in America & Community Sustainability | Chapter 2 and 3 | Exercise # 2 |
| 3 (6/20-6/26) | The Community Development Process The Role of Community Based Organizations | Chapter 4 and 5 | Exercise #3 |
| 4 (6/27-7/3) | Human Capital | Chapter 6 | Exercise #4 |
| 5 (7/4-7/10) | Social Capital | Chapter 7 | Social Capital Project (Midterm) |
| 6 (7/11-7/17) | Physical Capital | Chapter 8 | Exercise #5 |
| 7 (7/18-7/24) | Financial Capital & Environmental Capital | Chapter 9 and 10 | Exercise #6 |
| 8 (7/25-7/31) | Political Capital & Cultural Capital | Chapter 11 and 12 | Exercise #7 |
| 9 (8/1-8/7) | Food, Energy, and Community Natural Disasters and Climate Change | Chapter 13 and 14 | Exercise #8 |
| 10 (8/8-8/12) | The Future of Community Development | Chapter 15 | Final Project: Community Based Organization Project |

**The instructor reserves the right to change the syllabus according to class need and progression.*