SOCIOLOGY 300: Principles of Sociological Inquiry
University of Hawaiʻi at Mānoa, Spring 2015

COURSE SYLLABUS

Lecture Posted: M 6:00 pm
Course Dates: 01/26 – 05/15/2015
Course No.: 3016
Course Management System: Laulima
https://laulima.hawaii.edu/

Instructor: Quincy Edwards, PhD, MS
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Office location: Saunders 247
Email: quincy.edwards@hawaii.edu
Web: http://www2.hawaii.edu/~qedwards/

1. *Classmate contact information:*

Name: _____

email: _____

Tel.: _____

2. *Classmate contact information:*

Name: _____

email: _____

Tel.: _____

CONTENTS OF THIS SYLLABUS:

UH CATALOG COURSE DESCRIPTION

SOC 300 Principles of Sociological Inquiry (4). *(3 lec, 2 50-min lab) 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**

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. If you are seriously in need of help, make an appointment to meet with me.

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, the following practices will be adopted:

1. Each assignment will be graded and individual feedback will be provided.

2. After each term examination, every student will be provided with an individual grading sheet that explains any deduction of points.

3. Students are encouraged to contact me to discuss their progress.

4. Students may also communicate by means of the suggestion form included at the end of the syllabus. Make a suggestion, bring about a complaint, or just remind me of something….

5. 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.

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.

LEARNING OBJECTIVES

The overall goals for this course are fivefold – 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 problems and limitations of doing research on human behavior and the caution that is necessary when drawing conclusions from the results of any one study.

4. Become familiar with the political and ethical considerations when conducting social science research.

5. Cultivate their 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.

REQUIRED TEXTBOOK

Babbie, Earl, 2013. *The Basics of Social Research*. 6th edition. Cengage Learning
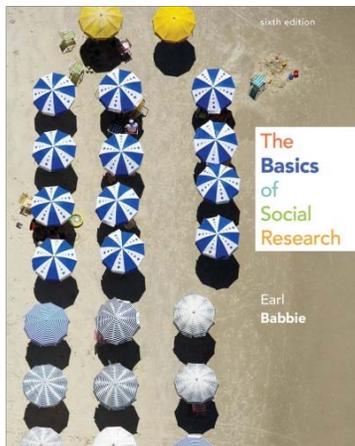
Title: The Basics of Social Research
Edition: 6
Paperback: 576 pages
Publisher: Cengage Learning (January 1, 2013)
Language: English
ISBN-10: 113359414X
ISBN-13: 978-1133594147
Product Dimensions: 9.9 x 7.9 x 0.7 inches
Shipping Weight: 2.1 pounds
List price: $141.33

UH Bookstore:	TBA
Amazon (Rent):	From $37.90
Barnes & Noble (Rent):	$38.28 (130 days)
eCampus (Rent):	$62.07 (Semester)

COURSE SOFTWARE

IBM® SPSS® Statistics 22

COURSE READINGS

TBA

COLLABORATION AND LEARNING ENVIRONMENT (CLE)

Laulima is the University of Hawaiʻi's Collaboration and Learning Environment (CLE). Links to the discussion board and other salient features will be provided thereon.

COURSE MATERIALS

1. An active UHM email account that is checked regularly as there will be times when I will contact you individually or as a class.

2. A reliable computer with internet access. (ITS labs are available throughout campus with generous hours of operation.)

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. However, this course will come easily to anyone who keeps up with the assignments and gets help when needed.

COURSE DESIGN

1. *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 is a key factor in your grade. Please note that late assignments will not be accepted by the Laulima system.

2. *Practicums and e-Learning*

   Practicums and e-learning are designed to teach the techniques and skills of social science research. You will need these in order to develop the competency essential for writing your Final Paper. The practicums and online resources are learning opportunities. Make full use of each and every one.

   NOTE: *Internal Review Board Certification* (Practicum #1)*:* http://phrp.nihtraining.com/users/login.php

3. *Quizzes*

   Five quizzes consisting of short-answer and multiple choice questions will be administered during the course. Quizzes will reflect lectures, textbook content, and readings. Everyone is required to take the quizzes during the specified time period.

4. *Research Project*

   This written assignment will be a five- to eight-page research paper based on cumulative research conducted throughout the course.

   WARNING: Do NOT miss a discussion, practicum, or exam! 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 will be no makeup postings or exams. Furthermore, no extensions will be given.

METHOD OF EVALUATION: Assignments, Examinations, and the Course Grading Criteria

The overall grading structure of the course will consist of:

Critical readings and discussions 25%

Practicums..................................40%

Quizzes 25%

Final Exam/Research Project 10%

Course 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 that 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 ONLINE DISCUSSION PARTICIPATION

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.

WEEKLY DISCUSSIONS

Discussions will begin each Monday at 12 noon (HST), and each session will last one week, ending the following Monday at 12 noon (HST).

REQUIREMENTS

One initial post and two responses are to be made during each discussion.

1. _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

2. _Two peer responses_ should be a minimum of one paragraph each and are students' replies to their classmates' postings.

3. _Additional posts/responses_ addressing the discussion topic may be made at timely intervals throughout the session. Statements are to be supported with examples, citations, references, etc.

Posts and responses should be thorough and thoughtful. One or two short paragraphs will suffice, but merely posting "I agree," or similar, will be inadequate (see 1 and 2 above).

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

CRITERIA	UNACCEPTABLE	SATISFACTORY	EXCELLENT
Participation	None, or late in session.	Initial post early in session and at least two peer responses later in session.	Initial post by mid-week and two or more peer responses by weekend.
Demonstrates understanding of readings and outside references	Posts/responses show little evidence that readings were completed or understood. Postings are mostly personal opinions/feelings.	Posts/responses display understanding of required readings and underlying concepts with correct use of terminology and citations.	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 quotes are cited appropriately.
Follow-up postings	Posts no follow-up responses to others.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts.
Content	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Posts information that is factually correct. Lacks full development of concept or thought.	Posts factually correct, reflective, and substantive contribution. Advances discussion.
Clarity, spelling, and mechanics	Posts long, unorganized or inappropriate content. May contain incomplete sentences that are grammatically incorrect and contain spelling errors.	Communicates in friendly, courteous, and helpful manner. Contributes valuable information to discussion with minor clarity, spelling, or mechanics errors.	Contributes to discussion with clear, concise comments. Written responses are free of grammatical, spelling, or punctuation errors. The style of writing facilitates communication.

GENERAL INSTRUCTIONS FOR PREPARING ASSIGNMENTS

Quality and clarity of content presented are grading criteria. All written assignments are to be typed in 10-point Arial font, double-spaced, with all margins set at one inch. The grade for a paper will be based on:

1. *Presentation Style*

    (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)

    (b) Spelling and punctuation.

    (c) Correct citation (use ASA style). Each citation must be the result of an in-text reference with page number.

    (d) Except for the title page, all pages are to be numbered consecutively at the top right-hand margin.

    (e) Margins, fonts, format, etc., according to specific assignment.

2. _Organization_

    (a) Structure and format

    (b) Logical sequencing and continuity of ideas

    (c) Clarity of expression

    (d) Conciseness.

3. _Content_

    As indicated by specific paper assignment.

    NOTE: Citation Guides and Style Manuals are available at:
    http://www.asanet.org/Quick%20Style%20Guide.pdf

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 Liliʻuokalani Center for _Student Services 013_	_Tel.:_	_(808) 956-7511_ _or (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	_Website:_	_http://www.hawaii.edu/kokua/_

The KOKUA Program — _Kahi O Ka UluʻAna_ ("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.

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

02/05/15	Last day to register/add courses. Last day to receive 100% tuition refund.
02/16/15	Last day to receive 50% tuition refund.
02/16/15	Last day to drop classes (No "W" on transcript).
04/01/15	Last day to withdraw from class ("W" on transcript).

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SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS (SPRING 2015)

✓	ASSIGNMENT	CHAPTER	WEEK NO.	POSTED
☐	Chapter 1	Human Inquiry and Science	1	01/26/15
☐	*Practicum #1*	*Internal Review Board Certification*		
	Chapter 2	Paradigms, Theory, and Social Research	2	02/02/15
☐	Chapter 3	The Ethics and Politics of Social Research	3	02/09/15
☐	*Practicum #2*	*Plagiarism in Writing Social Research*		
➔	QUIZ #1 (CH.1,2,3) DUE BEFORE 12 NOON ON 02/16/15		4	02/16/15
		HOLIDAY — President's Day 02/16/15		
☐	Chapter 4	Research Design		
☐	Chapter 5	Conceptualization, Operationalization…		
☐	Chapter 6	Indexes, Scales, and Typologies	5	02/23/15
☐	*Practicum #3*	*10-Steps—Qualitative Research Report*		
➔	QUIZ #2 (CH.4,5,6) DUE BEFORE 12 NOON ON 03/02/15		6	03/02/15
☐	Chapter 7	The Logic of Sampling		
☐	Chapter 8	Experiments	7	03/09/15
☐	*Practicum #4*	*10-Steps—Quantitative Research Report*		
☐	Chapter 9	Survey Research	8	03/16/15
	SPRING RECESS: 03/23 – 03/27/2015			
➔	QUIZ #3 (CH.7,8,9) DUE BEFORE 12 NOON ON 03/30/15		9	03/30/15
☐	Chapter 10	Qualitative Field Research		
☐	*Practicum #5*	*Writing Annotated Bibliographies*		
		HOLIDAY — Good Friday 04/03/15		
☐	Chapter 11	Unobtrusive Research	10	04/06/15
☐	Chapter 12	Evaluation Research		
➔	QUIZ #4 (CH.10,11,12) DUE BEFORE 12 NOON ON 04/13/15		11	04/13/15
☐	Chapter 13	Qualitative Data Analysis		
☐	*Practicum #6*	*Qualitative Analysis*		
☐	Chapter 14	Quantitative Data Analysis	12	04/20/15
☐	*Practicum #7*	*Quantitative Analysis*		
☐	Chapter 15	Reading and Writing Social Research	13	04/27/15
➔	QUIZ #5 (CH.13,14) DUE BEFORE 12 NOON ON 05/04/14		14	05/04/15
☐		Course Review – Finals Week		
☐	➔ **FINAL EXAM / RESEARCH PROJECT DUE BEFORE 12 NOON ON 05/15/15**			

IMPORTANT NOTE CONCERNING STUDENT CONDUCT

Students are required to abide by the University of Hawaiʻi at Mānoa Student Conduct Code. Note that "the University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Moreover, members of the UH academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment which supports these activities. It is therefore the policy of the University that members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution (as provided in section 1-4, chapter 1 of the Board of Regents' Bylaws and Policies [Part D]). Students who are disruptive are, consequently, subject to a variety of academically related penalties which may include reprimand, probation, restitution, suspension or expulsion." (http://www.manoa.hawaii.edu/students/conduct/).

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including cheating, plagiarism, and falsification or misrepresentation of experimental data. The code covers all written and oral examinations, term papers, creative works, assigned computer related work, and any other academic work done at the University of Hawaiʻi. Any violation of the student code will be reported.

Any further questions regarding the Conduct Code should be addressed to the Office of the Dean of Students, Bachman Annex 10, phone V/T (808) 956-3290.

Revised Student Conduct Code (July 2009)

There is a change in the Student Conduct Code that has been adopted by the Board of Regents. The new Student Conduct Code became effective in July 2009. It comes in two parts. The revised system-wide part is available at: http://www.hawaii.edu/apis/ep/e7/e7208.pdf. The Mānoa part is available at: http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf

"The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions on each campus:

1. Acts of dishonesty, including but not limited to the following:

    a. Cheating, plagiarism, or other forms of academic dishonesty.

    b. Furnishing false information to any UH official, faculty member, or office.

    c. Forgery, alteration, or misuse of any UH document, record, or form of identification.

    The term "*cheating*" includes, but is not limited to:

    (i) The use of any unauthorized assistance in taking quizzes, tests, or examinations;

    (ii) The use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

    (iii) The acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student

    (iv) 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:

> (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
>
> (ii) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials."

[E7.208 UNIVERSITY OF HAWAII SYSTEMWIDE STUDENT CONDUCT CODE, July 2009]

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 by logging in to http://www.hawaii.edu/ecafe/.

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 will be accessible at http://www.hawaii.edu/ecafe/.

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

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.