

**SOCIOLOGY 300: Principles of Sociological Inquiry**  
University of Hawai'i at Mānoa, Summer 2010

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**COURSE SYLLABUS**

<b>Lecture:</b> MTWRF 12:00-1:15pm	Instructor: Quincy Edwards
Room: BUSAD E202	Office hours: TBA
<b>Lab:</b> TR 10:30-11:45am	Office location: TBA
Room: SAUND 342	Email: <a href="mailto:quincy.edwards@hawaii.edu">quincy.edwards@hawaii.edu</a>
Dates: 5/24-7/02/2010	Web: <a href="http://www2.hawaii.edu/~qedwards/">http://www2.hawaii.edu/~qedwards/</a>

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|--|--|
| 1. <i>Classmate contact information:</i> | 2. <i>Classmate contact information:</i> |
| Name: _____                              | Name: _____                              |
| email: _____                             | email: _____                             |
| Tel.: _____                              | Tel.: _____                              |
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### **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. I offer generous office hours. If you need help, come see me.

Because summer sessions are 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. Before each class, students may place their completed Suggestion/Question Forms (see page 11) at my lectern or, at any time, in my mailbox.
2. Each assignment will be graded and individual feedback provided.
3. After each term examination, every student will be provided with an individual grading sheet that explains any deduction of points. Students are encouraged to meet with me independently to discuss their progress.
4. Generous office hours will be offered.
5. 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, discussions, and practicums. Lectures will focus on the introduction of new material; discussions will assist in comprehension of the material; practicums will provide “hands-on” experience.

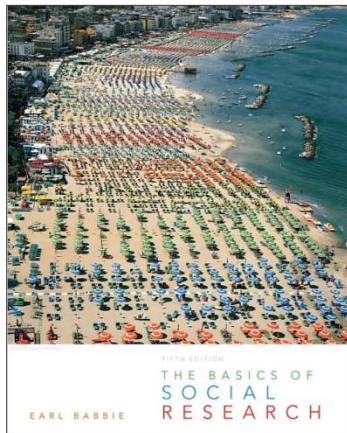
## **HOURS, MAIL BOX, AND EMAIL**

Office hours will be negotiated during the first class meeting. It is pointless to offer office hours when students cannot attend. Once office hours have been established, no appointment is necessary. I will be faithful to my office hours, but if I am delayed or temporarily in another office, I will leave a note on my door to that effect. If you would like an appointment with me outside regular office hours, arrangements can be made via email.

Many routine administrative office matters, such as signing add-drop slips can be handled before or after class. You may leave messages or assignments in my mailbox in Saunders 247. Another means of communication (anonymously, if you wish) is by the suggestion form included at the end of the syllabus. Make a suggestion, bring about a complaint, or just remind me of something....

## **REQUIRED TEXTBOOK**

Babbie, Earl, 2010. *The Basics of Social Research*. 5<sup>th</sup> edition. Wadsworth Publishing.



**Title:** The Basics of Social Research  
**Edition:** 5  
**Paperback:** 576 pages  
**Publisher:** Wadsworth Publishing; (January 1, 2010)  
**Language:** English  
**ISBN-10:** 0495812242  
**ISBN-13:** 978-0495812241  
**Product Dimensions:** 9.1 x 7.3 x 0.9 inches  
**Shipping Weight:** 1.8 pounds  
**List price:** \$110.95

UH Bookstore:	TBA
Amazon:	\$94.30
Barnes & Noble:	\$99.85 (Members, \$99.85)
Borders:	TBA
eCampus:	eBook \$66.59

### **COURSE SOFTWARE**

SPSS® Base 16.x and NVivo 8.x

### **COURSE READINGS**

TBA

### **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.)
3. A three-ring binder in which to file course handouts and assignments. You will find this strategy helpful in preparing for examinations.

### **COURSE REQUIREMENTS**

1. Class Participation: Students are expected to complete the assigned reading *before* each class. Lectures will be given with the assumption that the required reading has been completed and, therefore, the basic materials that are adequately covered by the assigned reading will not be addressed therein. Class time is valuable and is best used for critical analysis, synthesis, and discussion. Class attendance and participation are vital to your success in this class.
2. Practicums
3. Term Examinations (3).
4. e-Learning: To enhance scholarship, this course engages "blended learning" — the integration of virtual and traditional educational resources. It is imperative that students be attentive in both learning environments.
5. Final Paper.

Due to the compressed nature of the summer schedule, adherence to all deadlines is imperative. Extensions will not be given.

### **MATERIALS ON RESERVE**

A copy of the course textbook will be made available at Sinclair Library with a two-hour loan period. Likewise, assignment and examination solutions sets will be on reserve.

### **ATTENDANCE POLICY**

Sometimes it is necessary to miss a class. If you must miss a class, please arrange with a classmate to borrow notes. I will not assume responsibility for providing lecture notes for missed classes.

Attendance will be taken at the beginning of each class. While attendance is not explicitly used in the calculation of your overall course grade, I am required to report excessive absences to your academic dean. The matter will then be 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 will create insurmountable "catch-up" problems for the student.

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In other words, absenteeism is counter-productive to your academic objectives and strongly discouraged. However, this course will come easily to anyone who attends all classes and labs, keeps up with the assignments, and gets help when needed.

**COURSE DESIGN**

1. *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.

When completing practicums, you are encouraged to collaborate with one another. Working together often serves as a means of accelerating student learning while reducing stress. However, collaboration does not sanction plagiarism. You are entirely responsible for your own answers. The practicums and online resources are learning opportunities. Make full use of each and every one.

2. *Readings*

Selected readings from journals and other publications will provide stimuli for class discussions, and in some cases, critiques and analyses. Therefore, you are expected to keep current with all assigned readings.

3. *Examinations*

Three term examinations consisting of short-answer and multiple choice questions will be administered during the course. Exams will reflect lectures, textbook content, and readings. Everyone is required to take the term examinations at the specified dates and times. When taking an examination, be sure to bring a sufficient number of sharpened pencils and an eraser.

**WARNING:** Do NOT miss an exam! Makeup exams (in the case of a permissible emergency) are given the day of the final examination. They are made more difficult so as to neutralize any advantage a student may gain from having additional time. To do otherwise would put your classmates at a severe disadvantage. Make-up examinations are seldom passed.

4. *Final Paper/Research Project*

This written assignment will be an eight- to 12-page research paper based on cumulative research conducted throughout the course.

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

The overall grading structure of the course will consist of:

Attendance and Participation	10%
Practicums (3 x 10%)	30%
Term examinations (3 x 10%)	30%
Final Paper	30%

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:

98-100% = A+	87-89% = B+	77-79% = C+	67-69% = D+
94-97% = A	83-86% = B	73-76% = C	63-66% = D
90-93% = A-	80-82% = B-	70-72% = C-	60-62% = D-

### **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 or 11-point Times New Roman fonts, 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 (e.g., APA, Chicago, or MLA 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) All pages are to be stapled together before submission.
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://library.manoa.hawaii.edu/research/tools/writing.html#style>

### **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:

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

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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✓	ASSIGNMENT	CHAPTER	DATE
<input type="checkbox"/>	Chapter 1	Human Inquiry and Science	05/24/2010
<input type="checkbox"/>	Chapter 2	Paradigms, Theory, and Social	05/25/2010
<input type="checkbox"/>	Chapter 3	The Ethics and Politics of Social	05/26/2010
<input type="checkbox"/>	Chapter 4	Research Design	05/27/2010
<input type="checkbox"/>	Practicum		05/28/2010
<input type="checkbox"/>	EXAMINATION		06/01/2010
<input type="checkbox"/>	Chapter 5	Conceptualization,	06/01/2010
<input type="checkbox"/>	Chapter 6	Indexes, Scales, and	06/02/2010
<input type="checkbox"/>	Chapter 7	The Logic of Sampling	06/03/2010
<input type="checkbox"/>	Practicum		06/04/2010
<input type="checkbox"/>	Chapter 8	Experiments	06/07/2010
<input type="checkbox"/>	EXAMINATION		06/09/2010
<input type="checkbox"/>	Chapter 9	Survey Research	06/09/2010
<input type="checkbox"/>	Chapter 10	Qualitative Field Research	06/10/2010
<input type="checkbox"/>	Chapter 11	Unobtrusive Research	06/14/2010
<input type="checkbox"/>	Chapter 12	Evaluation Research	06/15/2010
<input type="checkbox"/>	EXAMINATION		06/17/2010
<input type="checkbox"/>	Chapter 13	Qualitative Data Analysis	06/17/2010
<input type="checkbox"/>	Practicum		06/18/2010
<input type="checkbox"/>	Chapter 14	Quantitative Data Analysis	06/21/2010
<input type="checkbox"/>	Chapter 15	The Elaboration Model	06/22/2010
<input type="checkbox"/>	Chapter 16	Statistical Analyses	06/23/2010
<input type="checkbox"/>	Chapter 17	Reading and Writing Social	06/24/2010
<input type="checkbox"/>	Practicum		06/25/2010
<input type="checkbox"/>	FINAL PAPER	DUE AT 10:30AM	07/02/2010

**IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION**

TBA Last day to drop / switch sections without "W".  
TBA Last day to register. Last day to receive 100% tuition refund  
TBA Last day to receive 50% tuition refund.  
TBA Last day to withdraw from class ("W" on transcript).

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**COURSE CALENDAR (Summer 2010)**

<b>May</b>	<b>Sun</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>
	23	24 First Class Meeting Session I	25	26	27	28 Practicum	29
	30	31 Memorial Day					
<b>June</b>	<b>Sun</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>
			1 EXAM #1	2	3	4 Practicum	5
	6	7	8	9 EXAM #2	10	11 Kamehameha Day	12
	13	14	15	16	17 EXAM #3	18 Practicum	19
	20	21	22	23	24	25 Practicum	26
	27	28	29	30			
<b>July</b>  <b>2010</b>	<b>Sun</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>
					1	2 FINAL PAPER DUE	3
	4	5 Independence Day	6 First Day Session II	7	8	9	10



**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.

**IMPORTANT NOTE CONCERNING STUDENT CONDUCT**

Students are required to abide by the University of Hawai'i 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 Hawai'i. 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](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]

**ONLINE eCAFE EVALUATION PROCESS**

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.

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**STUDENT SUGGESTION AND QUESTION FORM**

This form may be completed at any time during the course and left at my lectern before class or in my mailbox.

I HAVE THE FOLLOWING SUGGESTION/QUESTION:

PLEASE ANSWER ME (CHECK ONE):

- In class (if time permits).
- Through my email at: \_\_\_\_\_
- No answer is required.

NAME (optional): \_\_\_\_\_