

**Sociology 301: Survey of Urban Sociology**  
University of Hawai'i at Mānoa, Spring 2010

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**COURSE SYLLABUS**

Lecture Posted: M 6:00 pm	Instructor: Quincy Edwards
Course Dates: 1/11-05/14/2010	Office hours: TBA
Course No.: 3028	Office location: Saunders Hall 247
Online System: Laulima	Email: <a href="mailto:quincy.edwards@hawaii.edu">quincy.edwards@hawaii.edu</a>
<a href="https://laulima.hawaii.edu/">https://laulima.hawaii.edu/</a>	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 301 Survey of Urban Sociology (3)** The city in historical and comparative perspectives. Interplay of demographic, economic, and cultural factors in urban growth. Urban process, development, and interdependence. Pre: 100 or any 200-level SOC course or junior standing, or consent. **DS**

## **INTRODUCTION**

Urban sociology is the study of a special form of social organization known as cities – their origins, life, and future. Some of the principal areas of study in this course are the:

- Evolution of cities,
- Internal structure of cities and the specific ways in which cities are organized.
- Interaction between people who live in cities.
- Ways in which cities affect regions and nations.
- Different social problems created by urbanization and urbanism.

Aristotle claimed that the most authoritative and highest good of all is the virtue and happiness of the citizens, and the purpose of the city is to make it possible for the citizens to achieve this virtue and happiness. Regardless of an increase in urban social problems, millions of people around the globe are attracted to city life. Although many city dwellers may question their quality of life and the inequalities that confront them (class, race, gender, ethnicity, and space), they remain in the sprawling metropolitan regions.

As we examine worldwide urbanization trends along with the global forces that are reshaping our daily lives and local communities, the importance of urban sociology will become increasingly apparent. Since we will be reading of various rapidly growing urban centers, this course will emphasize informed discussion, drawing heavily on your experiences together with the readings.

## **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 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 12) 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.

### **MEASURABLE STUDENT LEARNING OBJECTIVES**

The overall goals for this course are sixfold – namely, for students to:

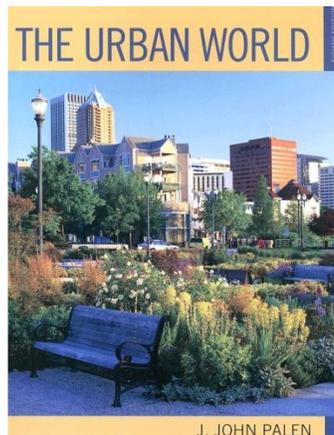
1. Understand the origins and history of cities and urban life throughout the world.
2. Evaluate theories and methods that social scientists have used in trying to understand the complexities and interactions of these places.
3. Gain insight into the common social problems faced by cities and the specific forms these take locally, nationally, and globally.
4. Look at urban life and understand local issues within a global context.
5. Cultivate knowledge and understanding of urban diversity along with the interaction of race, class, gender, equity, safety, housing, and quality of life.
6. Evaluate models and policies for improving cities and urban life, creating more pleasing and sustainable communities.

To accomplish such goals, this course will utilize a combination of lectures, discussions, and readings. Lectures will focus on the introduction of new material; discussions will assist in comprehension of the material.

### **COURSE REQUIREMENTS**

#### Textbook:

Palen, J. John, 2008. *The Urban World*. 8<sup>th</sup> ed. Paradigm Publishers, Boulder, CO.



**Title:** The Urban World  
**Paperback:** 416 pages  
**Publisher:** Paradigm Publishers. (January 2008)  
**Language:** English  
**ISBN-10:** 1594513384  
**ISBN-13:** 978-1594513381  
**Product Dimensions:** 9.1 x 6.9 x 0.8 inches  
**Shipping Weight:** 1.7 pounds  
**List price:** \$59.95

UH Bookstore:	TBA
Amazon:	\$59.95
Barnes & Noble:	\$59.95 (Members, \$53.95)
Borders:	\$59.95
eCampus:	\$58.45 (eVIP, \$55.53)
Paradigm Publishers	\$50.96

#### Course readings

A set of readings will be provided that includes articles from academic journals and contemporary news media.

#### Materials on reserve

A copy of the course textbook will be made available at Sinclair Library with a two-hour loan period.

#### Online system:

Laulima is the University of Hawai'i course management system. Links to the discussion board and other salient features will be provided thereon.

**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.

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

*Critical readings and discussions:*

Weekly online class discussions are based on students’ reflections on reading assignments and other relevant topics. 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 Lulima Drop Box.

*Quizzes:*

There are four quizzes (best four out of five) administered during the course. These consist of multiple choice questions directly related to the reading assignments. Each quiz is to be taken electronically before the close of the week in which it is assigned. Late submissions will not be accepted by Lulima.

*Mid-term examination*

The mid-term examination consists of several short-answer questions that will directly reflect lecture and reading assignments.

*Research paper:*

The final examination consists of a six- to eight-page research paper (not including the title page or references), on a topic agreed to by the student and instructor, in which the student will provide an analysis and a critical evaluation of an area of inquiry. A half-page proposal is to be submitted to the instructor by the date specified in the Schedule of Reading Assignments and Examinations.

**WARNING:** Do NOT miss a quiz or exam! All must be taken 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 quizzes or exams.

*Grading policy:*

The overall grading structure of the course consists of:

Critical readings & discussions	25%
Quizzes (4 x 5%)	20%
Term examination	25%
Final paper	30%

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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 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 WRITTEN ASSIGNMENTS**

Quality and clarity of content presented are grading criteria. All written term 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 except in the case of an on-line course when papers are to be submitted through Lualima.
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>

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**SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS**

✓	ASSIGNMENT	TOPIC	WEEK No.	POSTED
<input type="checkbox"/>	CHAPTER 1	The Urban World	1	1/11/2010
<input type="checkbox"/>	CHAPTER 2	The Emergence of Cities	2	1/18/2010
<input type="checkbox"/>		Critical reading and discussion #1		
<input type="checkbox"/>	CHAPTER 3	The Rise of Urban America	3	1/25/2010
<input type="checkbox"/>	→	<b>QUIZ #1 due before 12 noon on 02/01/10</b>		
<input type="checkbox"/>	CHAPTER 4	Ecology & Political Economy Perspectives	4	2/01/2010
<input type="checkbox"/>		Critical reading and discussion #2		
<input type="checkbox"/>	CHAPTER 5	Metro and Edge City Growth	5	2/08/2010
<input type="checkbox"/>	CHAPTER 6	The Suburban Era		
<input type="checkbox"/>		Critical reading and discussion #3		
<input type="checkbox"/>	CHAPTER 7	Urban Lifestyles	6	2/15/2010
<input type="checkbox"/>	→	<b>QUIZ #2 due before 12 noon on 02/22/10</b>		
<input type="checkbox"/>	CHAPTER 8	The Social Environment of Metro Areas	7	2/22/2010
<input type="checkbox"/>		Critical reading and discussion #4		
<input type="checkbox"/>	CHAPTER 9	Diversity: Women, Ethnics, & African Americans	8	3/01/2010
<input type="checkbox"/>		Critical reading and discussion #5		
<input type="checkbox"/>	CHAPTER 10	Diversity: Hispanics, Asians, and Native Americans	9	3/08/2010
<input type="checkbox"/>		Critical reading and discussion #6		
<input type="checkbox"/>	<b>MID-TERM DUE BEFORE 12 NOON ON 3/15/10</b>			
<input type="checkbox"/>	CHAPTER 11	Cities and Change	10	3/15/2010
<input type="checkbox"/>		Critical reading and discussion #7		
	HOLIDAY — SPRING BREAK 3/22 - 3/26/10		11	
<input type="checkbox"/>	CHAPTER 12	Housing Policies, Sprawl, and Smart Growth	12	3/29/2010
<input type="checkbox"/>		Video presentation		
<input type="checkbox"/>		<i>Instructions given for 1/2 –page proposal for final that will be due 4/19/10.</i>		
<input type="checkbox"/>	→	<b>QUIZ #3 due before 12 noon on 04/05/10</b>		
<input type="checkbox"/>	CHAPTER 13	Planning, New Towns, and New Urbanism	13	4/05/2010
<input type="checkbox"/>		Video presentation		
<input type="checkbox"/>		Critical reading and discussion #8		
<input type="checkbox"/>	CHAPTER 14	Developing Countries	14	4/12/2010
<input type="checkbox"/>	→	<b>QUIZ #4 due before 12 noon on 04/19/09</b>		
<input type="checkbox"/>	<b>½ -PAGE PROPOSAL DUE BEFORE 12 NOON ON 4/19/10</b>			
<input type="checkbox"/>	CHAPTER 15	Asian Urban Patterns	15	4/19/2010
<input type="checkbox"/>		Video presentation and discussion #9		

(Continued on next page)

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<input checked="" type="checkbox"/> (Continued)	TOPIC	WEEK No.	POSTED
<input type="checkbox"/> CHAPTER 16	African and Latin American Urbanization	16	4/26/2010
<input type="checkbox"/> →	<b>QUIZ #5 due before 12 noon on 05/03/09</b>		
<input type="checkbox"/> CHAPTER 17	Conclusion: Toward the Urban Future	17	5/03/2010
<input type="checkbox"/>	Discussion and review		
<input type="checkbox"/>	<b>RESEARCH PAPER DUE BEFORE 12 NOON</b>	<b>18</b>	<b>TBA</b>

ADHERENCE TO ALL DEADLINES IS IMPERATIVE.

**COURSE CALENDAR**

<b>Jan.</b>    <b>2010</b>	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	10	11 <i>First Day of Instruction</i>	12	13	14	15	16
	17	18 <b>MARTIN LUTHER KING JR. DAY</b>	19	20	21	22	23
	24 /	25	26	27	28	29	30
	31						

<b>February</b>     <b>2010</b>	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 <b>Quiz #1 Due</b>	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15 <b>PRESIDENTS' DAY</b>	16	17	18	19	20
	21	22 <b>Quiz #2 Due</b>	23	24	25	26	27
	28						

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<b>March</b>     <b>2010</b>	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15 <i>Mid-term Exam Due</i>	16	17	18	19	20
	21	22 <i>Spring Recess</i>	23 <i>Spring Recess</i>	24 <i>Spring Recess</i>	25 <i>Spring Recess</i>	26 <i>Spring Recess</i> KUHIO DAY	27
	28	29	30	31			

<b>April</b>     <b>2010</b>	Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 GOOD FRIDAY	3
	4	5 <i>Quiz #3 Due</i>	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19 <i>Quiz #4 and 1-pg. Proposal Due</i>	20	21	22	23	24
	25	26	27	28	29	30	

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<b>May</b>	<b>Sun</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>	<b>Sat</b>
							1
	2	3 <i>Quiz #5 (Optional) Due</i>	4	5 <i>Last day of instruction</i>	6	7	8
	9	10 <i>Final Exams</i>	11 <i>Final Exams</i>	12 <i>Final Exams</i>	13 <i>Final Exams</i>	14 <i>Final Exams</i>	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
<b>2010</b>							

**IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION**

- 01/20/2010 Last day to register. Last day to receive 100% refund
- 02/01/2010 Last day to drop classes (No "W" on transcript).
- 02/01/2010 Last day to receive 50% refund.
- 03/12/2010 Last day to withdraw from class ("W" on transcript).

**SYLLABUS 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.

### **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](mailto:kokua@hawaii.edu)*

*Website: <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.

### **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 sent to me electronically or deposited in my mailbox.

I HAVE THE FOLLOWING SUGGESTION/QUESTION:

PLEASE ANSWER ME (CHECK ONE):

- Through my email at: \_\_\_\_\_
- No answer is required.

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