

Sociology 301: Survey of Urban Sociology
University of Hawai'i at Mānoa, Spring 2011

COURSE SYLLABUS

Lecture Posted: M 6:00 pm	Instructor: Quincy Edwards
Course Dates: 01/10 – 05/13/2011	Office hours: TBA
Course No.: 3046	Office location: Saunders Hall 247
Online System: Laulima	Email: quincy.edwards@hawaii.edu
https://laulima.hawaii.edu/	Web: http://www2.hawaii.edu/~qedwards/

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: (1) the evolution of cities, (2) the internal structure of cities and the specific ways in which cities are organized, (3) the interaction between people who live in cities, (4) the way in which cities affect regions and nations, and (5) the 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 (final page in this syllabus) 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.

LEARNING OBJECTIVES

The overall goals for this course are fivefold – 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.

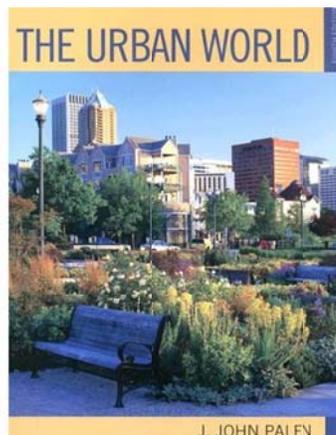
OFFICE HOURS, MAIL BOX, AND EMAIL

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

Palen, J. John, 2008. *The Urban World*. 8th 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

Please refer to Schedule of Reading Assignments.

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. (For those of you who do not own a computer, 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. 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.
2. 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.
3. Quizzes.
4. Mid-term examination.
5. Final examination (Research Project).

MATERIALS ON RESERVE

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

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 correlates 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.

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, keeps up with the assignments, and gets help when needed.

COURSE DESIGN

1. Class Discussion and Critical Readings:

Class discussions are based on students' thoughtful reflections on reading assignments and other relevant topics. Students are expected to keep current with all assigned readings and to engage in class discussions. To receive credit for the assignments, they are to be submitted electronically by a specified time. Please note that late assignments will not be accepted by Lulima.

2. Quizzes:

There are five quizzes 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.

3. Examinations

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

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. A one-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.

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

Emphasis in grading is on knowledge (identification of relevant material), comprehension and application. The overall grading structure of the course will consist of:

Discussions & critical readings	25%
Quizzes	20%
Term examination	25%
Final exam (research project)	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:

93-100% = A	83-86.9% = B	73-76.9% = C	63-66.9% = D
90-92.9% = A-	80-82.9% = B-	70-72.9% = C-	60-62.9% = D-
87-89.9% = B+	77-79.9% = C+	67-69.9% = D+	<60 = F

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 Laulima.
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:

*Queen Lili'uokalani Center for
Student Services 013
2600 Campus Road,
Honolulu, HI 96822*

*Tel.: (808) 956-7511
or (808) 956-7612 (Voice/Text)
Fax: (808) 956-8093
Email: kokua@hawaii.edu*

Hours: Monday-Friday, 7:45am-4:30pm

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.

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SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS

<input checked="" type="checkbox"/> ASSIGNMENT	POSTED 2011
<i>Part I: Focus and Development</i>	
<input type="checkbox"/> Chapter 1: The Urban World	01/10
<input type="checkbox"/> Chapter 2: The Emergence of Cities	01/17
<input type="checkbox"/> Reader: Critical reading/discussion #1: Johnson, K.M. and C.G. Schmidt. 2008. "Room to Grow: Urban Ambitions in Weld County, Colorado." <i>Urban Affairs Review</i> .	
<i>Part II: American Urbanization</i>	
<input type="checkbox"/> Chapter 3: The Rise of Urban America	01/24
<input type="checkbox"/> → QUIZ #1 due before 12 noon on 01/31/11	
<input type="checkbox"/> Chapter 4: Ecology & Political Economy Perspectives	01/31
<input type="checkbox"/> Reader: Critical reading and discussion #2: Freeman, L. and F. Braconi. 2004. "Gentrification and Displacement: New York City in the 1990s." <i>Journal of the American Planning Association</i> , Vol. 70 (1).	
<input type="checkbox"/> Chapter 5: Metro and Edge City Growth	02/07
<input type="checkbox"/> Chapter 6: The Suburban Era	
<input type="checkbox"/> Reader: Critical reading and discussion #3: Garreau, J. 2008. "The Future of Infrastructure." <i>Wilson Quarterly</i> , Spring 2008: 59-62.	
<i>Part III: Metropolitan Life</i>	
<input type="checkbox"/> Chapter 7: Urban Lifestyles	02/14
<input type="checkbox"/> → QUIZ #2 due before 12 noon on 02/22/11	
<input type="checkbox"/> Chapter 8: The Social Environment of Metro Areas...	02/21
<input type="checkbox"/> Reader: Critical reading and discussion #4: Walljasper, J. 2004. "Cities of Joy." <i>Making Places. Project for Public Spaces</i> . Retrieved January 1, 2009. (http://www.pps.org/info/newsletter/november2004/november2004_joy)	
<input type="checkbox"/> Chapter 9: Diversity: Women, Ethnics, & African Americans Article: "Mayoral Forum Featuring City Councilmember Ann H. Kobayashi and Mayor Mufi Hanneman." <i>Honolulu Advertiser</i> . October 15, 2008.	02/28
<input type="checkbox"/> Chapter 10: Diversity: Hispanics, Asians, and Native Americans U.S. Census Bureau. 2007. Table 21: 50 Largest Metropolitan Statistical Areas — Population Change: 2000 to 2006. Published April 5, 2007; (http://www.census.gov/compendia/statab/tables/08s0021.pdf). U.S. Census Bureau. 2007. Table 22: Metropolitan Statistical Areas with More Than 750,000 Persons in 2006 — Population by Race and Hispanic Origin: 2006. Published August 22, 2007; (http://www.census.gov/compendia/statab/tables/08s0022.pdf). <i>[continued next page]</i>	03/07

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<input type="checkbox"/>	Reader:	Critical reading and discussion#5: Joyner, Kara and Grace Kao. 2005. Interracial Relationships and the Transition to Adulthood. <i>American Sociological Review</i> , Vol. 70 (4): 563-581.	03/07 <i>[continued]</i>
<input type="checkbox"/>	MID-TERM EXAM DUE BEFORE 12 NOON ON 03/14/11		
<i>Part IV: Metro Issues, Housing Sprawl, and Planning</i>			
<input type="checkbox"/>	Chapter 11: Articles:	Cities and Change Bolante, Ronna. 2007. "Movin'on Up (To Kahala)." <i>Honolulu Magazine</i> , August 2007. Retrieved October 22, 2008. (http://www.honolulumagazine.com). Gotham, Kevin Fox. 2005. "Tourism Gentrification: The Case of New Orleans' Vieux Carre (French Quarter)." <i>Urban Studies</i> , Vol. 42 (7):1099-1121. Pereira, Andrew. 2008. "Japanese Billionaire Sued Over Injury in Kahala." <i>KHON2 News</i> . September 11, 2008. Retrieved October 22, 2008. (http://www.khon2.com). Wu, Nina. 2006. "Kawamoto: Outrageous or Sincere?" <i>Honolulu Star Bulletin</i> , October 11, 2006. Retrieved October 22, 2008. (http://archives.starbulletin.com).	03/14
SPRING RECESS MAR.21 - 25			
<input type="checkbox"/>	Chapter 12: Video (Clips): Article:	Housing Policies, Sprawl, and Smart Growth "Cabrini Green: Past and Present." "Code Violations at Chicago's Cabrini Green Housing Projects." "Gone But Never Forgotten: Saying Goodbye to Cabrini Green." "Cabrini Green Gone! GOOD." "Cabrini Green Project." "Cabrini-Green Transformation." Miller, Brian J. 2008. "The Struggle Over Redevelopment at Cabrini Green, 1989-2004." <i>Journal of Urban History</i> . Vol. 36 (4): 944-960.	03/28
<input type="checkbox"/>	→	QUIZ #3 due before 12 noon on 04/04/11	
<input type="checkbox"/>	<i>Instruction on assignment: One page proposal for Final (due 04/18)</i>		
<input type="checkbox"/>	Chapter 13: Film: Article:	Planning, New Towns, and New Urbanism. Whyte, William Hollingsworth. 1979. <i>The Social Life of Small Urban Spaces</i> . Municipal Art Society of New York. Los Angeles, CA: Direct Cinema Limited. Voyce, Malcolm. 2006. "Shopping Malls in Australia: The end of public space and the rise of 'consumerist citizenship'?" <i>Journal of Sociology</i> . Vol. 42 (3):269-286.	04/04

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Part V: Worldwide Urbanization

<input type="checkbox"/>	Chapter 14: Article:	Developing Countries Kraas, Frank. 2007. "Megacities and Global Change: Key Priorities." <i>The Geographic Journal</i> . Vol. 173 (1) :79-82 (4).	04/11
<input type="checkbox"/>	→	QUIZ #4 due before 12 noon on 04/18/11	
<input type="checkbox"/>	→	ONE-PAGE PROPOSAL DUE BEFORE 12 NOON ON 04/18/11	
<input type="checkbox"/>	Chapter 15: Videos:	Asian Urban Patterns Dorsey, E. Deborah, et al. 2006. <i>Changes on the Chang Jiang—Shanghai: Head of the Dragon</i> . program 9. Video recording. S. Burlington, VT: Annenberg Media. Dorsey, E. Deborah, et al. 2006. <i>Changes on the Chang Jiang—Sijia: Small Town, Big Change</i> . program 9. Video recording. S. Burlington, VT: Annenberg Media. Dorsey, E. Deborah, et al. 2006. <i>Small Farms, Big Cities—Northern Japan: Protecting the Harvest</i> . program 12. Video recording. S. Burlington, VT: Annenberg Media. Dorsey, E. Deborah, et al. 2006. <i>Small Farms, Big Cities—Tokyo: Anatomy of a Mega-City</i> . program 12. Video recording. S. Burlington, VT: Annenberg Media.	04/18
<input type="checkbox"/>	Film (Clips):	"Urban and Rural Contrasts: South Asia," and discussion #6	
<input type="checkbox"/>	Chapter 16: Video: Article:	African and Latin American Urbanization Dorsey, E. Deborah, et al. 2006. <i>Brazil: The Sleeping Giant—San Paulo The Outer Ring</i> . program 23. Video recording. S. Burlington, VT: Annenberg Media. Aguilar, Adrian G. and Peter M. Ward. 2003. "Globalization, Regional Development, and Mega-city Expansion in Latin America: Analyzing Mexico City's Peri-urban Hinterland." <i>Cities</i> . 20 (1): 3-21.	04/25
<input type="checkbox"/>	→	QUIZ #5 due before 8 PM on 05/02/11	
<input type="checkbox"/>	Chapter 17:	Conclusion: Toward the Urban Future	05/02
<input type="checkbox"/>	→	FINAL PAPER DUE	05/13

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

01/19/2011	Last day to register/add courses. Last day for 100% tuition refund.
01/31/2011	Last day to drop classes (No "W" on transcript).
01/31/2011	Last day to receive 50% tuition refund.
03/11/2011	Last day to withdraw from class ("W" on transcript).

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March	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14 <i>Mid-term Exam Due</i>	15	16	17	18	19
	20	21 Spring Recess	22 Spring Recess	23 Spring Recess	24 Spring Recess	25 Spring Recess Kuhio Day	26
	27	28	29	30	31		
2011							

April	Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1	2
	3	4 <i>Quiz #3 Due</i>	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18 <i>Quiz #4 and 1-pg. Proposal Due</i>	19	20	21	22 Good Friday	23
	24	25	26	27	28	29	30
2011							

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May	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 <i>Quiz #5 Due</i>	3	4	5	6	7
	8	9 <i>Finals</i>	10 <i>Finals</i>	11 <i>Finals</i>	12 <i>Finals</i>	13 Final paper due	14 COMMENCE- MENT Semester ends

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

"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 (electronic Course And Faculty Evaluation) 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.

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.

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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): _____