

**Sociology 301: Survey of Urban Sociology**  
University of Hawai'i at Mānoa, Summer 2012

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**COURSE SYLLABUS**

Lecture Posted: M 6:00 pm	Instructor: Quincy Edwards
Course Dates: 06/04 – 08/11/2012	Office hours: TBA
Course No.: 4215	Office location: TBA
Course Management 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><br>Name: _____<br>email: _____<br>Tel.: _____ | 2. <i>Classmate contact information:</i><br>Name: _____<br>email: _____<br>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 this 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, each student will receive 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....

Most importantly, it is for students to take ownership of their education in this class by completing all reading and writing assignments on time and participating in all discussions. Those who make the requisite investment of time and effort in this foundation course will be amply rewarded in their future advanced coursework.

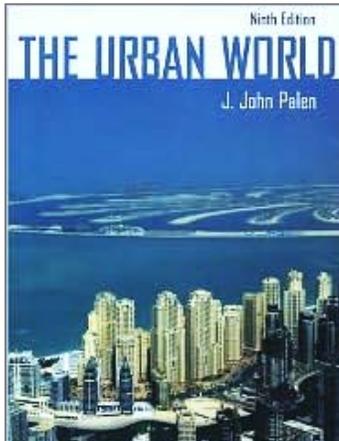
### **LEARNING OBJECTIVES**

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.

### **REQUIRED TEXTBOOK**

Palen, J. John, 2011. *The Urban World, Ninth Edition*. Boulder, CO: Paradigm Publishers.



**Title:** The Urban World  
**Paperback:** 416 pages  
**Publisher:** Paradigm Publishers. (January 2011)  
**Language:** English  
**ISBN-10:** 1612050433  
**ISBN-13:** 978-1612050430  
**Product Dimensions:** 9.1 x 7x 0.7 inches  
**Shipping Weight:** 1.2 pounds  
**List price:** \$82.95

UH Bookstore:	TBA
Amazon:	\$59.84
Barnes & Noble:	\$69.57 (Used, \$44.60)
eCampus:	\$62.04 (Used, \$56.82)
	Rent: \$35.80, semester

### **COURSE READINGS**

Please refer to Schedule of Reading Assignments. A set of supplemental readings will be provided.

### **COURSE MANAGEMENT SYSTEM**

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

### **COURSE MATERIALS**

1. An active UH 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. Class Discussions and Critical Readings*

Students' active participation in online discussions is **required**. Class discussions are based on students' reflections on reading assignments, video clips, current events, and other relevant materials. Discussion questions may require some thought and possibly some research, and so it will be unwise for students to wait until the due date before posting their comments.

Regular, timely, and meaningful participation is a key factor in earning a higher grade.

#### *2. Quizzes*

There will be eight “open book, open notes” quizzes directly related to the reading assignments. Each will consist of approximately 10 questions that include multiple choice, true/false, matching elements, or any combination thereof.

Because these are designed to ensure that students are completing the readings and comprehending them, the quizzes may be taken twice. The highest score on each quiz will be applied to the final grade.

#### *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 two- to three-page essay on the sociology of urban spaces as it relates to material from weeks #9 and #10.

**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.

### **ASSIGNMENT DUE DATES**

Do NOT miss any *due dates*! While the course is structured in a weekly format, there are four due dates that students must meet—

June 11, 2012,  
July 9, 2012,  
July 30, 2012, and  
August 10, 2012.

This online course allows you the freedom to self-direct your work within extended timeframes. As a result, no late work will be accepted beyond the due dates listed in the schedule.

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

Grading Policy

The overall grading structure of the course consists of:

Critical readings and discussions .....	35%
Quizzes .....	35%
Term examination .....	15%
Final examination.....	15%

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:

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 answers must be given in context and neatness counts. 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 is based on:

1. Presentation Style
  - (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)
  - (b) Spelling and punctuation
  - (c) Correct citation (ASA Quick Style Guide is provided). 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.
  
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.

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**SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS (SUMMER 2012)**

✓	ASSIGNMENT	CHAPTER	WEEK	POSTED
<input type="checkbox"/>	CHAPTER 1	THE URBAN WORLD	1	6/04/12
<input type="checkbox"/>	CHAPTER 2	THE EMERGENCE OF CITIES		
➔	<b>QUIZ &amp; DISCUSSION BOARD FROM WEEK 1 DUE BEFORE 12 NOON</b>		2	6/11/12
<input type="checkbox"/>	CHAPTER 3	THE RISE OF URBAN AMERICA		
<input type="checkbox"/>	CHAPTER 4	ECOLOGY & POLITICAL ECONOMY PERSPECTIVES		
<input type="checkbox"/>	CHAPTER 5	METRO AND EDGE CITY GROWTH	3	6/18/12
<input type="checkbox"/>	CHAPTER 6	THE SUBURBAN ERA		
<input type="checkbox"/>	<i>Reader</i>	Garreau, Joel. 1992. "Ch.8: Southern California — Community" in <i>Edge City: Life on the New Frontier</i> . New York: Doubleday.	4	6/25/12
<input type="checkbox"/>	CHAPTER 7	URBAN LIFESTYLES		
<input type="checkbox"/>	CHAPTER 8	THE SOCIAL ENVIRONMENT OF METRO AREAS		
<input type="checkbox"/>	<i>Reader</i>	Garreau, Joel. 2008. "Get Smart." <i>Wilson Quarterly</i> , Spring 2008: 59-62.	5	7/02/12
<input type="checkbox"/>	CHAPTER 9	DIVERSITY: WOMEN, ETHNICS, & AFRICAN AMERICANS		
<input type="checkbox"/>	CHAPTER 10	DIVERSITY: HISPANICS, ASIANS, AND NATIVE AMERICANS		
	<i>HOLIDAY — Independence Day 07/04/12</i>			
➔	<b>MID-TERM EXAM, PLUS QUIZZES &amp; DISCUSSION BOARDS FROM WEEKS 2 THROUGH 5 DUE BEFORE 12 NOON</b>		6	7/09/12
<input type="checkbox"/>	CHAPTER 11	CITIES AND CHANGE		
<input type="checkbox"/>	CHAPTER 12	HOUSING POLICIES, SPRAWL, AND SMART GROWTH		
<input type="checkbox"/>	<i>Reader</i>	Choldin, Harvey M. 1978. "Retrospective Review Essay: Neighborhood Life and Urban Environment." <i>Amer. Jnl. of Sociology</i> . 48:457-463.	7	7/16/12
<input type="checkbox"/>	CHAPTER 13	PLANNING, NEW TOWNS, AND NEW URBANISM.		
<input type="checkbox"/>	CHAPTER 14	DEVELOPING COUNTRIES		
<input type="checkbox"/>	CHAPTER 17	CONCLUSION: TOWARD THE URBAN FUTURE	8	7/23/12
<input type="checkbox"/>	<i>Reader</i>	Walljasper, Jay. [2004] 2007. "Cities of Joy." <i>Odewire: News for Intelligent Optimists</i> .		
➔	<b>QUIZZES &amp; DISCUSSION BOARDS FROM WEEKS 6 THROUGH 9 DUE BEFORE 12 NOON</b>		9	7/30/12
<input type="checkbox"/>	<i>Reader [Excerpt]</i>	URBAN HEALTH Duhl, Leonard J. and A.K. Sanchez. 1999. <i>Healthy Cities and the City Planning Process: A background document on links between health and urban planning</i> . WHO Regional Office for Europe, Copenhagen		
<input type="checkbox"/>	<i>Reader</i>	Hancock, Trevor. 1993. The Evolution, Impact and Significance of the Healthy Cities/Healthy Communities Movement. <i>Journal of Public Health Policy</i> . Vol.13:1		
<input type="checkbox"/>	<i>Reader [Excerpt]</i>	Marmot, Michael, Jessica Allen, Peter Goldblatt, Tammy Boyce, Di McNeish, Mike Grady, Ilaria Geddes. 2010. <i>The Marmot Review: Fair Society, Healthy Lives. Strategic review of health inequalities in England post-2010</i> .		
<input type="checkbox"/>	<i>Reader</i>	Chaloupka FJ, Powell LM. 2009. Price, Availability, and Youth Obesity: Evidence from Bridging the Gap. <i>CDC, Preventing Chronic Disease</i> ;6(3):A93		
<input type="checkbox"/>	<i>Reader</i>	Kjellstrom, Tord, Sharon Friel, Jane Dixon, Carlos Corvalan, Eva Rehfuess, Diarmid Campbell-Lendrum, Fiona Gore, and Jamie Bartram. 2007. Urban Environmental Health Hazards and Health Equity. <i>Journal of Urban Health: Bulletin of the New York Academy of Medicine</i> . Vol. 84: 1.		
<input type="checkbox"/>	Film	Whyte, William Hollingsworth. 1979. <i>The Social Life of Small Urban Spaces: A Film</i> . Santa Monica, CA: Direct Cinema Ltd.	10	8/06/12
➔	<b>FINAL PAPER DUE BEFORE 12 NOON ON 8/10/12</b>			

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**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.

JUNE 2012						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4  1 <sup>st</sup> Class Meeting	5	6	7	8		10
11  Quiz and Discussion Due 12 noon	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	JULY 1

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JULY 2012						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
2	3	4 Independence Day HOLIDAY	5	6	7	8
9 Mid-Term Exam, Quizzes and Discussions Due 12 noon	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30 Quizzes and Discussions Due 12 noon	31					

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AUGUST 2012						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1	2	3	4	5
6 Finals Week	7 Finals Week	8 Finals Week	9 Finals Week	10 <b>Final Exam Due 12 noon:</b>	11	12

**IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION**

- 06/11/2012    Last day to register/add courses. Last day for 100% tuition refund.
- 06/18/2012    Last day to receive 50% tuition refund.
- 06/18/2012    Last day to drop classes (no "W" on transcript).
- 07/16/2012    Last day to withdraw from class ("W" on transcript).

### **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/TT (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 (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.

**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): \_\_\_\_\_