

SOCIOLOGY 401: Analysis in Urban Sociology
University of Hawai'i at Mānoa, Fall 2011

COURSE SYLLABUS

Lecture Posted: M 6:00pm	Instructor: Quincy Edwards
Course Dates: 9/12-11/19/2011	Office hours: TBA
Course No.: 1204	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 401 Analysis in Urban Sociology (3) *Urbanization in developed and developing countries, the rural-urban continuum, structure and process of metropolitan regions, theories of urban location and growth, housing and urban renewal. DS WI*

NOTE: This course has been approved as writing-intensive (WI) and you will receive a WI credit upon successful completion of the course requirements.

INTRODUCTION

In this course, the impact of globalization and urbanization on developed and developing countries is studied along with the challenges of urban problems and potential solutions facing cities during the 21st century. Although most social difficulties, such as crime, inequality, homelessness, are national in scope, they develop in the cities.

Attention is drawn to the impact of suburbs on the city — the transformation of metropolitan areas and spatial relations characterized by suburbanization and urban sprawl. Also examined are the psychology of the city, the community-building process, and the city's structure and patterns. Other concerns are learning how to read the patterns of the city and reflecting on the changes in socioeconomic, ethnic, and racial segregation. Students will develop critical thinking skills while focusing on the theoretical and methodological issues of urbanism, consumer culture, and social networks.

INSTRUCTOR'S ADVICE TO STUDENTS

This syllabus is different from many others. It is longer than some, more detailed than most. But most importantly, it is designed to help you successfully pass the course. Please keep this syllabus for reference during the course. In the following pages, there are many suggestions to you but the most crucial one is this: Get help as soon as you think you need it. Do not create an insurmountable "catch-up" problem for yourself. If you are seriously in need of help, make an appointment to meet with me.

Because this course is somewhat concentrated and the learning process is a cumulative one, it is imperative that students do not fall behind. To this end, the following practices will be adopted:

1. Each assignment will be graded and individual feedback provided.
2. After the mid-term examination, each student will be provided with an individual grading sheet that explains any deduction of points. Students are encouraged to contact me to discuss their progress.
3. If you would like an appointment to meet with me on campus, arrangements can be made via email.
4. You may also communicate by means of the suggestion form included at the end of the syllabus. Make a suggestion, voice a complaint, or just remind me of something....

Most importantly, take ownership of your education in this class by completing all reading and writing assignments on time and participating in online discussions.

MEASURABLE STUDENT LEARNING OUTCOMES

The goals of this course are for students, using both theory and contemporary application, to:

1. Explore, within historical and contemporary contexts, the societal implications of urbanization.
2. Identify the social forces that affect cities, especially in the 21st century.
3. Develop a more detailed understanding of the interrelationships between the urban environment and health.
4. Consider the implications of public policy.

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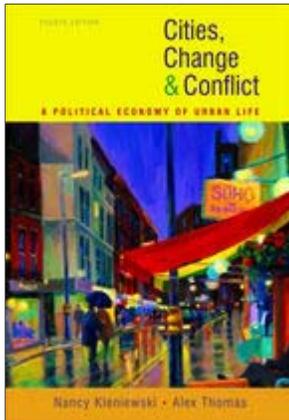
5. Read the patterns of the city and recognize the importance of decision-making in choosing a place to live

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

COURSE REQUIREMENTS

Textbook

Kleniewski, Nancy, and Alexander R. Thomas. 2010. *Cities, Change & Conflict*. 4th edition. Wadsworth Publishing



Title: Society and Technological Change
Edition: 4
Hardcover: 448 pages
Publisher: Wadsworth Publishing. (March 23, 2010)
Language: English
ISBN-10: 0495812226
ISBN-13: 978-0495812227
Product Dimensions: 9.3 x 6.3 x 1 inches
Shipping Weight: 1.6 pounds
List price: \$172.96

UH Bookstore:	TBA
Amazon:	\$129.22
Barnes & Noble:	\$124.52 (Rent 180 days, \$86.99)
Half.com:	\$80-\$95 (Rent 125 days, \$47.34)
CourseSmart.com	\$86.99 (Rent 180-day eBook)
eCampus:	\$166.73 (Semester eBook, \$41.27)

Course Reader

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.

Internet Connectivity Requirements

1. An active UHM email account that is checked regularly as there will be times when I will contact you individually or as a class.
2. A reliable computer with internet access. (ITS labs are available throughout campus with generous hours of operation.)

ATTENDANCE POLICY

This is an online asynchronous course. Your active participation constitutes your attendance. While attendance is not explicitly used in the calculation of your overall course grade, I am required to report excessive absences – or in this case, non-participation – to your academic dean. The matter is then left to the dean's discretion.

Having explained the attendance policy, please know that research has shown — and my experience confirms — that absenteeism is correlated with lower grades. This is especially true of this course as the knowledge is cumulative with each step building on the previous step. Inconsistent attendance creates insurmountable "catch-up" problems for students.

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

COURSE DESIGN

Class Discussions & Critical Readings

Weekly online class discussions are based on students' reflections on reading assignments, current events, 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 Laulima system.

Primary Research & Writing Assignment

Each student will provide an analysis and a critical evaluation of an area of inquiry on a topic agreed to by the student and instructor. This assignment will culminate in a 15- to 18-page final research paper with the expectation that it will reflect improvement based on the instructor's critique of the student's draft.

PROPOSAL DRAFT

A two-page proposal draft is to be submitted to the instructor by the date specified in the Schedule of Reading Assignments and Examinations. Once approved by the instructor, a topic may not be changed without the instructor's approval of a new proposal. The draft will be reviewed and returned by the instructor.

PROPOSAL

A two-page proposal is to be submitted to the instructor by the date specified in the Schedule of Reading Assignments and Examinations. The proposal *must* evidence improvement over the draft. Proposals will *not* be accepted without previous submission of the proposal draft and instructor's subsequent comments.

RESEARCH PAPER DRAFT

A 15- to 18-page draft research paper is to be submitted to the instructor by the date specified in the Schedule of Reading Assignments and Examinations. The draft will be reviewed and returned by the instructor in sufficient time for the student to make revisions and submit the final paper. The final paper *must* evidence improvement over the draft.

RESEARCH PAPER

This is a 15- to 18-page final research paper (on the topic previously agreed to by the student and instructor) that *must* evidence improvement over the draft. Final papers will *not* be accepted without previous submission of the research paper draft and the instructor's subsequent comments.

WARNING: Do NOT miss any *due dates*! All requirements must be met as scheduled. This online course allows you the freedom to self-direct your work within extended timeframes; as a result, there will be no makeup postings or exams. Additionally, there will be no "incompletes" given as already you will have worked on a complete draft.

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

Grading Policy

The overall grading structure of the course consists of:

Class discussions & critical readings	40%
Proposal draft	10%
Proposal.....	10%
Research paper draft	15%
Research paper	25%

Course Grading Criteria

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event that one or two students do exceptionally well. To assure a specific grade, consider the following scale:

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

GENERAL INSTRUCTIONS FOR PREPARING 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 and no additional spacing between paragraphs. 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., ASA, 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.
2. Organization
 - (a) Structure and format
 - (b) Logical sequencing and continuity of ideas
 - (c) Clarity of expression
 - (d) Conciseness.
3. Content

As indicated by specific paper assignment.

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

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SCHEDULE OF READING ASSIGNMENTS AND EXAMINATIONS (FALL 2011)

✓	ASSIGNMENT	CHAPTER	WEEK NO.	DATE
<input type="checkbox"/>	Chapter 1	Examining Urban Issues	1	9/12/11
<input type="checkbox"/>		<i>Critical Reading #1</i>		
<input type="checkbox"/>	Chapter 2	Theoretical Perspectives on the City	2	9/19/11
<input type="checkbox"/>	Chapter 3	Cities in World History		
<input type="checkbox"/>	Chapter 4	Urban Development in the United States	3	9/26/11
<input type="checkbox"/>	Chapter 5	Cities, Suburbs, and Metropolitan Areas		
<input type="checkbox"/>	➔	TWO-PAGE PROPOSAL DRAFT DUE BEFORE 12 NOON ON 10/03/11		
<input type="checkbox"/>	Chapter 6	Cities in Europe	4	10/03/11
<input type="checkbox"/>	Chapter 7	Cities in the Developing World		
<input type="checkbox"/>		<i>Critical Reading #2</i>		
<i>HOLIDAY — Columbus Day 10/10/11</i>				
<input type="checkbox"/>	Chapter 8	Immigrants, Ethnic Groups, and the City	5	10/10/11
<input type="checkbox"/>	Chapter 9	African Americans in Cities		
<input type="checkbox"/>	➔	TWO-PAGE PROPOSAL DUE BEFORE 12 NOON ON 10/17/11		
<input type="checkbox"/>	Chapter 10	Social Class and Neighborhoods	6	10/17/11
<input type="checkbox"/>	Chapter 11	Women in Cities		
<input type="checkbox"/>		<i>Critical Reading #3</i>		
<input type="checkbox"/>	Chapter 12	The Urban Economy	7	10/24//11
<input type="checkbox"/>	Chapter 13	Local Government and Finances		
<input type="checkbox"/>	➔	RESEARCH PAPER DRAFT DUE BEFORE 12 NOON ON 10/31//11		
<input type="checkbox"/>	Chapter 14	Federal Urban Policy	8	10/31//11
<input type="checkbox"/>	Chapter 15	Urban Unrest and Social Control		
<input type="checkbox"/>	Chapter 16	Planning for the Future of Cities	9	11/07/11
<input type="checkbox"/>		<i>Critical Reading #4</i>		
<i>HOLIDAY — Veteran's Day 11/11/11</i>				
<input type="checkbox"/>		Course Review — Finals Week	10	11/14/11
<input type="checkbox"/>	➔	FINAL RESEARCH PAPER DUE BEFORE 12 NOON ON 11/18/2011		

ADHERENCE TO ALL DUE DATES IS IMPERATIVE. EXTENSIONS WILL NOT BE GIVEN.

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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.

SEPTEMBER 2011						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
12 First Day Sign-in	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	OCTOBER 2011	
					1	2

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OCTOBER 2011						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
3 Proposal Draft Due	4	5	6	7	8	9
10 Columbus Day HOLIDAY	11	12	13	14	15	16
17 Proposal Due	18	19	20	21	22	23
24	25	26	27	28	29	30
31 Research Paper Draft Due						

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NOVEMBER 2011						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
	1	2	3	4	5	6
7	8	9	10	11 Veteran's Day HOLIDAY	12	13
14 Finals Week	15 Finals Week	16 Finals Week	17 Finals Week	18 12 noon: Final Paper Due	19	20

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

- 09/17/2011 Last day to register/add courses. Last day for 100% tuition refund.
- 09/24/2011 Last day to receive 50% tuition refund.
- 09/24/2011 Last day to drop classes (No "W" on transcript).
- 10/22/2011 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*

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

"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) 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):

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

NAME (optional): _____