

SOCIOLOGY 413: Analysis in Economy and Society
University of Hawai'i at Mānoa, Summer 2011

COURSE SYLLABUS

Lecture Posted: M 6:00pm
Course Dates: 06/06-08/12/2011
CRN/Section: TBA
Online System: Laulima
<https://laulima.hawaii.edu/>

Instructor: Quincy Edwards
Office hours: TBA
Office location: TBA
Email: quincy.edwards@hawaii.edu
Web: <http://www2.hawaii.edu/~qedwards/>

1. *Classmate contact information:*

Name: _____
email: _____
Tel.: _____

2. *Classmate contact information:*

Name: _____
email: _____
Tel.: _____

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UH CATALOG COURSE DESCRIPTION

SOC 413 Analysis in Economy and Society (3) Study of the dominant trend of economic change and its impact on society; globalization of economic activities and transformation of industrial society to postindustrial one; corporate restructuring and downsizing and their impact on employment and income distribution; gender relations in workplaces; the impact of globalization on the newly industrializing countries. Pre: 300 or consent. **DS, WI**

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

INTRODUCTION

Economic sociology is a vibrant subfield that addresses the social aspects of economic life. This convergence of economics and sociology locates economic sociology in broad areas of knowledge. A concurrent comprehension of (1) how economic institutions work, and (2) how economic institutions are influenced by values and norms, is needed to understand almost any aspect of social life. A critical perspective of the concepts of structure, culture, institutions, and power, makes the discussion of economic issues possible.

Marxists will argue that the economic behavior of man is key to understanding the social behavior of man; thus, economics gains precedence over sociology. Conversely, sociologists will maintain that the economist's conception of man ignores the various social factors that influence economic behavior.

In this course, we will focus on key issues and questions concerning policies, structures, behavior, and change, while guiding students in their development of theoretical and empirical material.

An introduction is provided to sociological analyses that are both "microeconomic" and "macroeconomic" in nature, incorporating both contemporary U.S. situations and hypothetical contexts. Topics include: classical and neoclassical theories; organizations and large corporations; social networks; gender; transaction cost economics; the power, neo-institutional and embeddedness models of firm behavior; sociological models of production, labor, and finance; the transition from Soviet socialism to capitalism; and the challenges and consequences of a globalized economy. It follows that such important issues will have profound implications on the world as we know it so, in a more personal context, we also will view those economic issues that (may) directly affect students' lives.

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 and, to this end, the following practices will be adopted:

1. Each assignment will be graded and individual feedback provided.
2. After the 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.

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4. You may also communicate using 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, take ownership of your education in this class by completing all reading and writing assignments on time and participating in online discussions.

LEARNING OBJECTIVES

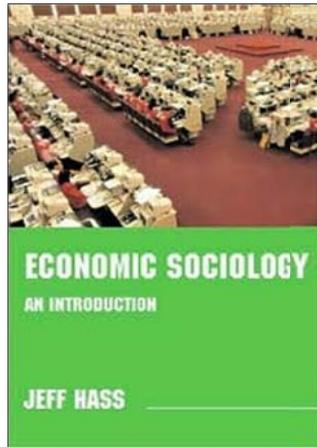
The goals of this course are for students, using both theory and contemporary application, to:

1. Develop knowledge, understanding and skills.
2. Participate effectively and knowledgeably in discussion.
3. Recognize the crucial role that socio-economic decisions have in society and the way in which economic problems and issues dominate media and politics.
4. Benefit through the study of economic sociology for employment, tertiary study, and other post-school destinations.
5. Develop effective economic and sociological thinking, demonstrated through the application of skills and knowledge to contemporary and hypothetical situations.
6. Analyze and evaluate some of the major trends and constraints of economic activities.
7. Apply ideas and concepts of economic sociology to individual experiences.

COURSE REQUIREMENTS

Textbook:

Hass, Jeffrey Kenneth. 2007. *Economic Sociology: An Introduction*. London: Routledge



Title: Economic Sociology: An Introduction
Author: Jeff Hass
Paperback: 252 pages
Publisher: Routledge (December 4, 2006)
ISBN-10: 0415392225
ISBN-13: 978-0415392228
Product Dimensions: 9.5 x 6.6 x 0.6 inches
Shipping Weight: 1.2 pounds
List price: \$38.95

UH Bookstore: TBA
Amazon: \$35.16
Barnes & Noble: \$38.95 (Members, \$35.05)
Borders: \$38.95
eCampus: \$30.38 (eVIP, \$28.87)

Course reader:

A set of supplemental readings will be provided.

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

The overall grading structure of the course consists of class discussions/critical readings (20%), quizzes (3 x 5% = 15%), a mid-term examination (20%), proposal (10%), research paper draft (15%), and research paper (20%).

Class discussions/critical readings:

Class discussions are based on students' thoughtful 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. 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 the Lulima 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 deadlines! 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.

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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:

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 answers must be given in context and neatness counts. Written assignments are to be typed in 10-pt. Arial or 11-pt. 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 (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.
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	POSTED
WEEK 1			
<input type="checkbox"/>	Chapter 1	<i>Economic Sociology Unbound</i>	06/06/11
<input type="checkbox"/>		Critical reading and discussion	
WEEK 2			
<input type="checkbox"/>	Chapter 2	<i>Sociology and Economics. Economic Theory and Its Sociological Critique</i>	06/13/11
<input type="checkbox"/>		Critical reading and discussion	
WEEK 3			
<input type="checkbox"/>	Chapter 3	<i>The Rise of Markets and Economic Development</i>	06/20/11
<input type="checkbox"/>		Critical reading and discussion	
<input type="checkbox"/>	➔	TWO-PAGE PROPOSAL DUE BEFORE 12 NOON ON 06/27/11.	
WEEK 4			
<input type="checkbox"/>	Chapter 4	<i>The State, Public Policy, and Economic Organization</i>	06/27/11
<input type="checkbox"/>		Critical reading and discussion	
WEEK 5			
<input type="checkbox"/>	Chapter 5	<i>The Heart of the Economy: Organizations and Corporations</i>	07/04/11
<input type="checkbox"/>		Critical reading and discussion	
<input type="checkbox"/>	➔	TWO-PAGE PROPOSAL DUE BEFORE 12 NOON ON 07/11/11.	
WEEK 6			
<input type="checkbox"/>	Chapter 6	<i>Economies, Inequality, and Mobility</i>	07/11/11
<input type="checkbox"/>		Critical reading and discussion	
WEEK 7			
<input type="checkbox"/>	Chapter 7	<i>The Great Experiment: Markets in the Shadows of Socialism</i>	07/18/11
<input type="checkbox"/>		Critical reading and discussion	
<input type="checkbox"/>	➔	RESEARCH PAPER DRAFT DUE BEFORE 12 NOON ON 07/25/11.	
WEEK 8			
<input type="checkbox"/>	Chapter 8	<i>Brave New World? A Critical Examination of "Globalization."</i>	07/25/11
<input type="checkbox"/>		Critical reading and discussion	
WEEK 9			
<input type="checkbox"/>	Conclusion	<i>Remaining Challenges of Economic Sociology in the New Millennium</i>	08/01/11
<input type="checkbox"/>		Critical reading and discussion #3: <i>Forthcoming</i>	
WEEK10			
<input type="checkbox"/>		Course Review / Research Paper	08/08/11
<input type="checkbox"/>	➔	FINAL RESEARCH PAPER DUE BEFORE 12 NOON ON 08/12/11	

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

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

COURSE CALENDAR (SUMMER 2011)

June	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	CALENDAR TBA							

July	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	2011						

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August 2011	Sun	Mon	Tue	Wed	Thu	Fri	Sat

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 receive written notification.

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 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 (anonymously, if you wish) at any time during the course and emailed to me or deposited in my mailbox at Saunders 247.

I HAVE THE FOLLOWING SUGGESTION/QUESTION:

PLEASE ANSWER ME (CHECK ONE):

- On discussion board.
- Through my email at: _____
- No answer is required.

NAME (optional): _____