Urban Sociology
Fall 2014

Professor: Donna Trent, Ph.D.

Contact Information:
email: dtrent@sar.usf.edu. Email is my preferred method of communication.
Phone: To set up a phone conversation, I ask that you email me your phone number and a few
good times to call between 8 AM and 5 PM. I will return the call within 24 hours for requests
made for a phone conversation Monday through Friday. Phone calls are not made on week-ends
or official holidays.

Course Description and Goals

Urban Sociology examines classical and contemporary theoretical analyses of the formation and
structure of cities in both the United states and other countries, including developed and
developing nation states. The social psychological impact of urbanism on those who live in
metropolitan areas in also explored. The goals for this course are for students to be able 1) to
articulate and apply the classical and contemporary theories to an understanding of various urban
problems such as homelessness, crime, poverty, and environmental issues, 2) to apply these
theories to an analysis of urban policy issues and decision making processes as they relate to the
resolution of the urban problems listed above, 3) to understand factors involved in the
development and change in cities from their ancient beginnings through the medieval period to
contemporary times, and 4) to understand the role of cities within a globalizing world.

Course Topics: This course will cover the following content areas:
1. major urban sociological concepts and theories
2. key areas of sociological interest in urban studies including spatial arrangements, urban
culture, urban diversity and urban and suburban lifestyles.

Course Objectives: The objectives of this course are to:
1. Develop familiarity with the major theoretical perspectives, both classical and
   contemporary, in urban sociology
2. Identify elements in urban and suburban areas that encourage social stability, along
   with elements that encourage social deviance or change.
3. Examine social problems in urban areas including deviance, crime, racism, gender
   inequality and poverty from a sociological perspective.

Course Student Learning Outcomes:

Upon completion of this course, the student will be able to:
1. Delineate the similarities and differences between classical and contemporary theories of urbanism;
2. Discuss empirical findings regarding the various theoretical perspectives used to understand the processes of urbanization as well as the impacts of urbanization on lifestyles;
3. State and discuss current issues in the study of urban sociology as related to urban problems;
4. State and discuss current issues in the study of urban sociology as related to urban planning;
5. Discuss the factors impinging on the development, growth, and decline of cities from ancient through medieval to contemporary times.
6. Discuss the various roles that a city may play within the present globalizing world.

Required Text


Student Evaluation:

The student's grade in this course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Research Paper Formulation</td>
<td>40</td>
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<tr>
<td>Points distributed as follows:</td>
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</tr>
<tr>
<td>1) Research Topic</td>
<td>4</td>
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<tr>
<td>2) Annotated Bibliography</td>
<td>10</td>
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<tr>
<td>3) Draft Paper</td>
<td>6</td>
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<tr>
<td>4) Writing Support Services Consultation Documentation</td>
<td>2</td>
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<tr>
<td>5) Student Review of Classmate’s First Draft</td>
<td>3</td>
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<td>6) Final Paper</td>
<td>10</td>
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<td>7) Reflection Essay</td>
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Online Discussion Participation
- Questions 1 through 10 @ 5 points each | 50 |
- Paper Presentation and Responses | 10 |

Total | 100 points

A plus-minus grading system will be used in this course.

The chart below shows how the weighted points are turned into letter grades:

100-97= A+
96-93 = A
92-90 = A-
89-87 = B+
86-83 = B
82-80 = B-
79-77 = C+
76-73 = C
72-70 = C-
69-67 = D+
66-63 = D
62-60 = D-
59- 0  = F

I reserve the right to submit any student work to Turnitin.com or other relevant sites to determine if the work was plagiarized. Students may not sell notes or tapes of lectures or other course content.

DISCUSSION BOARD RESPONSES AND ASSIGNMENTS NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

Discussion Boards: Students are required to respond to the questions posted by the professor. There are 10 discussion boards throughout the semester. Responses should not be in one or two words but rather a **minimum** of three or four paragraphs to indicate understanding and thought on the subjects under consideration and to include reference to relevant theories, concepts and ideas from the readings. Responses are not to be the opinion of students but rather to demonstrate critical thought and reflection on the part of the student. Students are encouraged to read and reply to their classmates. I will have all read, graded and commented on discussion board submissions for you by four days after the due date, if not before. I also will check discussion boards Monday through Friday. If you do not receive full credit for a discussion board, I will provide feedback to you requesting more information or asking you to respond to question(s) I pose. All discussion boards are due at 8 AM. See below for due dates. DISCUSSION BOARD RESPONSES AND REVISED RESPONSES NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

<table>
<thead>
<tr>
<th>Discussion Board</th>
<th>Due Date</th>
<th>Due Date for Requested Revisions</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 10</td>
<td>Sept. 17</td>
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<td>2</td>
<td>Sept. 17</td>
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<td>3</td>
<td>Sept. 24</td>
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<td>Oct. 1</td>
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<td>5</td>
<td>Oct. 8</td>
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<td>10</td>
<td>Nov. 12</td>
<td>Nov. 19</td>
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Research Paper: The following written work will be provided in individual assignments posted under Assignments on Blackboard unless otherwise noted: 1) The research topic, 2) an annotated bibliography that includes references to at least six (6) peer reviewed sociological journal articles or books, 3) 1st draft, 4) Writing Support Services consultation documentation, 5) review of classmate’s first draft, 6) completed paper and 7) reflection essay.

1) Research Topic: The student is to write a paper on an issue or question pertaining to urban sociology. This assignment requires that the student write 2-3 pages which include the following: 1) a statement of the chosen topic and 2) a statement as to how this topic is conducive to sociological research. Due: 8 AM on Sept. 17.

2) An annotated bibliography that includes references to at least six (6) peer reviewed sociological journal articles or books. Annotations are to be 4-5 sentences which indicate the main ideas or thesis of the work and how the work will contribute to the paper. Note that it is possible to search for only peer reviewed, scholarly sources on the USF library site. The bibliography should be in APA format. This site provides information on annotated bibliographies:
http://owl.english.purdue.edu/owl/resource/614/1/.
This site provides information on APA format:
http://owl.english.purdue.edu/owl/resource/560/01/
This site provides information on finding and evaluating sources:
http://www.lib.usf.edu/guides/how-to-evaluate-sources/

DUE: 8 AM on Oct. 1.

3) Draft Paper: The student is to post under Discussions and Assignments a completed draft of the paper. The paper should be 8-10 pages in length including non annotated bibliography, double spaced and in APA format. The site below provides assistance with APA format:
http://owl.english.purdue.edu/owl/resource/560/01/
The structure of the paper should be as follows:

1) Introduction of Research Question
   a) present the question or topic
   b) explain why this is a relevant and important question for sociological research.

2) Review of the literature
   a) delineate the contributions of the sources used in your annotated bibliography as well as any other sources you are using to answer the research question.
   b) explain at least one sociological theory as this contributes to answering the research question.

3) Summary and Conclusion
   a) summarize your findings
   b) provide your conclusion
c) suggestions for future research into your research question.

DUE: 8 AM on Oct. 15.

4) Comment on Classmate’s Draft: Each student will read at least one classmate’s draft and comment on what the author has done well and what could assist the author in strengthening the analysis. The review should use the rubric provided above. The reviewer is not responsible for editing mechanical errors. Do not review a paper on which another student has commented. In this way, each student will have his/her paper reviewed. Due by 8AM on Oct 22.

5) Documentation that the student consulted the USF Writing Tutoring for review on the first draft: The student is required to submit his/her first draft to the USF Sarasota/Manatee Writing Tutoring for review AND to provide documentation to the professor that s/he has received feedback from Writing Support Services. Documentation is to be provided under Assignments in Canvas. You may either upload the feedback received via email from Writing Tutoring or provide a summary of the feedback, name of the writing consultant and date and time of the consultation. Please see Announcements in Canvas for additional information on how to contact Writing Tutoring. Note that many students from many classes are required and advised to consult with Writing Tutoring. I suggest that the first week of the semester you schedule an appointment with the writing center to review your first draft between Oct.15 and Nov.4. Due: 8 AM on Nov. 5.

6) Final paper: The final paper should incorporate suggestions for revision from the student review as well as Writing Tutoring Consultation. See instructions under Draft Paper for length and structure of this paper. Due: Nov. 12 at 8 AM.

7) Reflection essay: For this assignment, write a 2-4 page essay in which you discuss how the various assignments in this course contributed to strengthening your ability to engage in sociological analysis. Due: 8 AM on Nov. 26.

Please find below additional thoughts to consider as you compose your reflective statement:

I would like you to ask yourself the question: "So what? What difference does knowing this material make to me and how I see, interpret and interact?" I am drawing this from David A. Kolb's model of learning. See this link for more information: http://academic.regis.edu/ed202/subsequent/kolb2.htm

In brief, Kolb suggests that there are four components to learning: being exposed to new ideas/theories, having an experience that pertains to these (could be the discussion boards or various experiences in your own life as your classmates and you have mentioned as they pertain to the theories, analysis (asking how does my knowledge of these theories further inform my understanding of these experiences and vice versa), and finally reflection (what difference does this new knowledge make to me? Am I seeing situations differently? Has this impacted my assessment of self, others, or situations?)
So, for Kolb, the learning experience is not complete until one spends some time reflecting on the relevance of the learning to oneself.

I am interested to hear your reflections in terms of how YOU see the urban world from a sociological perspective. How have YOU changed or grown in your outlook?

NOTE: I will have all read, graded and commented on discussion board submissions for you by four days after the due date, if not sooner. If you are asked to revise an assignment to receive additional credit, you are required to submit the revision by the due date I provide in my feedback to you. Feedback is provided to each assignment.

**Paper Presentation and Responses:** Each student will post a presentation on his/her research paper under Discussions on Canvas by 8 AM on Nov. 19. These should be power point presentations. Presentations should include: introduction, literature review, discussion of theory(ies), methodology(ies) used in literature reviewed, analysis, suggestions for further research, summary and conclusions and non-annotated bibliography. The number of slides is to be determined by the student. Students may not post their full paper. Students will then facilitate a discussion on their presentations concluding at 8 AM on Dec. 3. This entails both posing questions or comments for classmate consideration as well as responding to the comments and questions from classmates. For full credit, one must read and comment on at least 5 of their classmates’ presentations while also responding to comments from their classmates on one’s own presentation. This site provides information on APA PowerPoint presentations: [http://owl.english.purdue.edu/owl/resource/560/17/](http://owl.english.purdue.edu/owl/resource/560/17/)

**Course Requirements, Methods of Instruction:**

**First Day Attendance**

To indicate first day attendance, please respond to the Introductory and Questions about the Syllabus discussion boards by 9 AM, Saturday, August 30. If both of the above are not done, you will be listed as not attending the first class and will be dropped from the course.

**Canvas use**

Because this course is 100% online, all course assignments and discussions are conducted on Canvas. Information on how to use Canvas is available at: [http://usfsm.edu/e-learning-services/student-resources/](http://usfsm.edu/e-learning-services/student-resources/)
Course Policies and Procedures:

Attendance, Absences and Making up Work

This course is conducted online. It is assumed that you have a working computer and access to the internet. Should you have problems you’re your own computer or internet, computers are available on the USF S/M campus for student use. Computer problems are not an accepted excuse for late assignments.

DISCUSSION BOARD RESPONSES AND ASSIGNMENTS NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

Voluntary Canvas sessions may be offered throughout the semester. Recordings of these will be available on Canvas for students who are unable to attend.

I also reserve the right to require a meeting with a student should academic progress indicate such would be useful.

Extra Credit

There are no extra credit assignments in this course.

Use of Turnitin (Plagiarism Software):

I reserve the right to submit student work to Turnitin after the work has been turned in. The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

USF Sarasota-Manatee Policies and Procedures:

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s
policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714 http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

**Last Date to Withdraw:**

The last date to withdraw with no academic penalty and no refund is November 1.

**Schedule of Class Assignments:**
REMINDER: NEITHER LATE DISCUSSION BOARD RESPONSES OR ASSIGNMENTS WILL BE ACCEPTED AND GRADED UNLESS PRIOR ARRANGEMENTS ARE MADE WITH THE PROFESSOR.

Schedule of Class Assignments

Class 1  Introduction to Urban Sociology
Aug.27  Write responses to:
Discussion Board: Student Introductions (not graded). Due Aug. 30 at 9 AM.
Discussion Board: Questions about the Syllabus (not graded). Due: Aug. 30 at 9 AM.

Read: Macionis et. al, Chapters 1 and 2
Watch: Powerpoint Presentation for Macionis et.al., Chapters 1& 2

Class 2  North American Cities and Cities and Suburbs
Sept. 3  Read: Macionis et. al, Chapters 3 and 4
Watch: Powerpoint Presentation for Macionis et.al., Chapters 3 & 4

Discussion Board 1: Why do the authors of your text suggest that we must not simply analyze statistics, but must also “go and make our visit” to the city if we are to fully comprehend urban life? Do you agree or disagree with their argument? Provide support for your position.

Class 3  Urban Sociology: Classical and Modern Statements
Sept. 10 Read: Macionis et. al, Chapter 5
Watch: Powerpoint Presentation for Macionis et.al., Chapter 5

Discussion Board 2: What are the causes and consequences of Sunbelt migration from Northeastern cities for Northeastern cities? What are the consequences of this for Florida cities? From your own experiences, discuss how this migration has impacted the development of sprawl, edge cities, gated communities, and common-interest developments in Florida.

Class 4  Spatial Perspectives on the City
Sept. 17 Read: Macionis et. al, Chapter 6
Watch: Powerpoint Presentation for Macionis et.al., Chapter 6
Due: Research Paper Topic

Discussion Board 3: Compare Tönnies’s and Durkheim’s theories of urban life. What are the differences and similarities? Do you think that urban life is as negative as the
classic authors thought it was? From your own experiences, delineate what you think are the positive and negative aspects of urban life.

Class 5         Critical Urban Sociology: The City and Capitalism  
Sept. 24        Read: Macionis et. al, Chapter 7  
Watch: Powerpoint Presentation for Macionis et.al., Chapter 7

Discussion Board 4: Compare and contrast radiocentric and gridiron cities. How does their shape affect the lifestyle of their inhabitants (politically, economically, socially, culturally, etc.)? Using a city with which you are familiar, describe the different areas or districts. Name and explain the theoretical framework that this city’s land use pattern best fits.

Class 6         Social Psychology: The Urban Experience  
Oct. 1          Read: Macionis et. al, Chapter 8  
Watch: Powerpoint Presentation for Macionis et.al., Chapter 8  
Due: Annotated Bibliography  
Do: Begin writing draft paper

Discussion Board 5: Globalization and economic restructuring have had strong impacts on the shape of cities in the United States and abroad. What are these major impacts? How do they differ between cities in the “core” and “periphery”?

Class 7         Comparative Urbanism: The City and Culture  
Oct. 8          Read: Macionis et. al, Chapter 9  
Watch: Powerpoint Presentation for Macionis et.al., Chapter 9  
Do: Work on draft paper

Discussion Board 6: Describe how people privatize the public spaces and make them their own. How might graffiti be seen as an example of this process? Also, provide examples of the privatization of public spaces from your own experience in urban areas.

Class 8         Stratification and Social Class: Urban and Suburban Lifestyles  
Oct. 15         Read: Macionis et. al, Chapter 10  
Watch: Powerpoint Presentation for Macionis et.al., Chapter 10  
Due: Draft Paper  
Do: Consult with Writing Support Services  
Do: Review Classmate’s First Draft

Discussion Board 7: Explain the relationship between the city and its countryside. Illustrate this relationship with examples from your own experiences.
Class 9  Race, Ethnicity and Gender: Urban Diversity
Oct. 22  Read: Macionis et. al, Chapter 11
Watch: Powerpoint Presentation for Macionis et.al., Chapter 11
Due: Review of Classmate’s Paper
Do: begin writing final paper

Discussion Board 8: Compare and contrast upper-class, middle-class, working-class, mixed income, and low-income urban neighborhoods. Give an example of each from a city with which you are familiar.

Class 10  Housing, Education and Crime: Confronting Urban Problems
Oct. 29  Read: Macionis et. al, Chapter 12
Watch: Powerpoint Presentation for Macionis et.al., Chapter 12
Do: Finish writing final paper

Discussion Board 9: Compare the experience of Asian Americans and African Americans in United States cities. What factors explain the differences and similarities?

Note that November 1 is the last day to withdraw with no academic penalty and no refund.

Class 11  Complete the Research Paper
Nov. 5  Due: Writing Tutoring Documentation

Discussion Board 10: Compare the four explanations of the high incidence of crime in inner-city neighborhoods. Which explanation seems more valid to you? Why? Please provide examples in your response.

Class 12  Due: Final Research Paper at 8AM on Nov. 12
Nov. 12  Write: Presentation

Class 13  Due: Presentation due at 8 AM on Nov. 19
Nov. 19  Write: Reflection Essay

All student presentations are to be posted under discussions in Canvas. Begin reading and responding to classmates’ presentations and to their comments on your presentation.

Class 14  Due: Reflection Essay due at 8 AM on Nov. 26
Nov. 26  Continue reading and responding to classmates’ presentations and to their comments on your presentation
Course Wrap-Up

Dec. 3

All responses to student presentations due at 8AM on Dec. 3.
The course will not be available on Canvas after this time.