

General Education Course Proposal

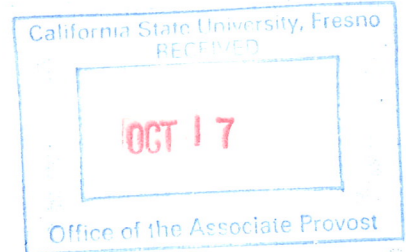
Updated Interim GE

Proposed Course: Soc 163 Urban Sociology Units 3
Prefix No. Title

Department: Sociology College/School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E ___
Integration: B ___ C ___ D International/Multicultural ___



Existing Course Revised Course ___ New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

(No change: presently) The urban concept; form and development of urban areas; scientific study of urban places and populations; effect of urbanization on social institutions and social relations.

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1 Year 3 1

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Elyse Huey 10/15/01
Department Chair Date

Robert J. Palacios 10-15-01
College/School Curriculum Committee Date

Ellen Buehler 10/15/01
College/School Dean Date

Robert D. Merrill 5/3/02
General Education Subcommittee Date

J. Echeverria 5/3/02
Associate Provost Date

**Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54**

Attachment II: Elements Common to All Sections of the Course

Common Content and Objectives

Urban Sociology, Sociology 163, satisfies the 3 unit integration requirements for upper division Area ID. As such, it provides an integrative experience in which knowledge and skills from several disciplines are brought into the curriculum. The course is standardized in content and objectives; however, it does allow for some flexibility for instructors in the areas of supplemental readings, amount of time devoted to specific topic, and the use of audiovisual material. The core of content, which we expect the course to cover, is expressed in the objectives below:

1. Students will be able to define and use meaningful set of concepts common to sociological analysis with special attention paid to those concepts that are especially useful in describing and analyzing urban structures and processes.
2. Students will be able to explain and use major theories in urban sociology, explaining such phenomena as urbanization, migration, urban culture, spatial segregation, and power and conflict.
3. Students will be able to describe the history of urbanization in the United States including how economic, political, cultural, population forces have affected urban life and structure.
4. Students will be able to compare and understand the research strategies used and evidence produced by urban ecological studies, community social surveys, and urban ethnographies.
5. Students will be able to describe and explain the processes and effects of urban life styles, class differences, migration and ethnic identity.
6. Students will be able to describe the processes and effects of racial segregation, integration, cultural conflict, and stereotyping.
7. Students will be able to describe the processes and effects of urban problems such as poverty, homelessness, crime, and other urban problems.
8. Student will be able to describe and explain urbanization patterns and social life in other regions of the world (Latin America, Africa, and Asian), including factors and agents of modernization and dependency in a global context.

Student Activities

All students are to take one or two mid-term examinations, as determined by the instructor, and a final examination. All students enrolled in Sociology 163 are expected to read the required texts and any other assigned readings. They will be expected to participate in discussion or other classroom activities. Through several writing assignments, which demonstrate competence in the use of the concepts, theories, and methods of inquiry characteristic of urban sociology, students will meet the University's general education writing requirement of 4,000 words (or approximately 15 pages of typed text).

Representative Texts

- Flanagan, William G. 1999. *Urban Sociology: Images and Structure*. Allyn & Bacon.
- Gottdiener, Mark. 2000. *The New Urban Sociology*. McGraw-Hill.
- Macionis, John J. and Vincent N. Parrillo. 2001. *Cities and Urban Life*. Prentice Hall.
- Kleniewski, Nancy. 1997. *Cities, Change, and Conflict: A Political Economy of Urban Life*. Wasdworth.
- Palen, John J. 2001. *The Urban World*. McGraw-Hill.

Grading Policy

The instructor for the course has the professional responsibility to assign grades to students for each of the examinations, papers, projects, and other activities in the class. Each syllabus will contain a grading policy that apportions points/credit to each assignment. It will also contain a grading scale and an explanation of how grades will be assigned. The writing evaluation criteria are as follows:

1. **A:** This grade is given to a superior or outstanding paper. It thoroughly addresses all aspects of the assignment. The paper is fully developed and very well organized. It is distinguished by skill and sophistication in word choice, sentence and paragraph structure, organization and interpretation of evidence, and development and organization of ideas. This grade is reserved for truly exemplary work.
2. **B:** This is very good paper; it is a better than adequate response to the assignment. It is well organized and developed, but it is weaker than the superior paper in some ways. Although it is well written, it may slight one part of the assignment, it may have minor problems with development or with organization and interpretation of evidence, it may have some minor grammatical problems, or it may show less sophistication in word choice or sentence structure.
3. **C:** A good paper is an adequate or satisfactory response to the assignment. The writing is clearly competent, but this paper is weaker than the superior or very good paper in any of several areas. It may omit part of the assignment; its insights may be general and superficial; it may be less clearly organized; evidence is not fully developed or clearly interpreted; it may have more than a few sentences marred by awkward or ungrammatical construction, errors in punctuation and spelling, or imprecise use of words.
4. **D:** This is a minimally acceptable paper that barely meets the requirement of the assignment. The writing is less than competent and usually shows problems in several areas. The organization may be unclear, the development weak, the evidence inadequately interpreted, ideas inadequately supported, the paragraphs and sentences poorly structured, or use of words inaccurate. The writing may also show some problems with grammar and mechanics. The paper is strong enough, however, to earn a passing grade.

5. **F:** A failing paper is unacceptable work; it does not meet the minimum requirements of the assignment and therefore does not earn a passing grade. It has major deficiencies in organization, development, interpretation of ideas and evidence, paraphrasing, sentence structure, word choice, grammar, and/or mechanics

General Information to be Included in Each Syllabus

1. Attendance policy notifying students of their responsibilities in keeping up with course work and keeping up to date with changes in the schedule.
2. Policy on missed assignments, make-up work and late papers. Students are responsible for doing all work when due. The instructor may consider special arrangements.
3. Cheating and plagiarism.
4. Non-discrimination Policy and Student Discipline Policy
5. Statement on classroom policy and classroom behavior.

Course Topics, Approximate Schedule, and Relevant Objectives

Topic 1: (2 weeks) The Urban Tradition in Sociology (Objectives 1 & 2)

Tonnies

Simmel

Weber

The Chicago School: Park, Burgess, Wirth

Topic 2: (2 weeks) History of Urban Growth in the United States (Objective 3)

Urbanization in the United States to 1920

The Metropolitan Period 1920-1970

How Cities Have Changed, 1970 to the Present

Topic 3: (2 weeks) Ecology and Structure of American Cities (Objectives 2, 4 & 7)

Introduction to the Ecological and Area Study Method

Early Human Ecology

Contemporary Ecology: Social Area Analysis

Topic 4: (2 weeks) Social Environments of the City (Objectives 2, 4 & 6)

Introduction to the Social Survey Method

Characteristics of Urban Populations

Social Psychology of Urban Life

Patterns of Suburbanization and Suburban Life

Topic 5: (2 weeks) Ethnicity and Minority/Majority Relations (Objectives 2 & 6)

Urban Dimensions of Immigration, Ethnic Persistence, and Assimilation

Cities and the Formation of Minority Groups, Stereotyping

Patterns of Urban Segregation and Integration

Topic 6: (2 weeks) People and Urban Lifestyles (Objectives 4 & 7)

Introduction to Urban Ethnography

Codes of Behavior in Public Environments

Public Environments and Issues of Gender

Neighborhoods

Communities

Topic 7: (1 week) Political Economy and the City (Objective 1, 2 and 6)

Class Conflict Theories: Marx, Weber, Castells

The City as a Growth Machine

Topic 8: (2 weeks) The Global Economy and the City (Objective 1 & 5)

Migration, Population Growth and Impacts on Cities

Urbanization in the Third World

Attachment III: A Typical Syllabus

Sociology 163. Urban Sociology

Spring, 2001

Instructor: Prof. R.S. Palacio

Office: SS-225

Office Phone: 278-5146

Hours: M,W,F 9-11 AM

Email:

Catalog description:

The urban concept; form and development of urban areas; scientific study of urban places and populations; effect of urbanization on social institutions and social relations.

General Education:

This course meets General Education requirements. For students with catalogs 1998-99 or earlier, it meets the requirements for CAPSTONE Cluster course. For all other students, it meets the requirements for Integration, Area D, Social, Political, and Economic Institutions.

Required Texts:

The following texts are required and can be purchased at the Kennel Bookstore on campus:

Flanagan, William G. (1999). *Urban Sociology: Images and Structure*. Boston: Allyn and Bacon.

Banfield, Edward C. (1974). *The Unheavenly City Revisited*. Boston: Little, Brown, and Co.

Duneier, Mitchell (1999). *Sidewalk*. New York: Farrar, Straus and Giroux.

Course Objectives:

At the end of this course, successful students (students who have assumed appropriate responsibility for learning) will achieve the following objectives.

1. Students will be able to define and use meaningful set of concepts common to sociological analysis with special attention paid to those concepts that are especially useful in describing and analyzing urban structures and processes.
2. Students will be able to explain and use major theories in urban sociology, explaining such phenomena as urbanization, migration, urban culture, spatial segregation, and power and conflict.
3. Students will be able to describe the history of urbanization in the United States including how economic, political, cultural, population forces have affected urban life and structure.
4. Students will be able to compare and understand the research strategies used and evidence produced by urban ecological studies, community social surveys, and urban ethnographies.

5. Students will be able to describe and explain the processes and effects of urban life styles, class differences, migration and ethnic identity.
6. Students will be able to describe the processes and effects of racial segregation, integration, cultural conflict, and stereotyping.
7. Students will be able to describe the processes and effects of urban problems such as poverty, homelessness, crime, and other urban problems.
8. Student will be able to describe and explain urbanization patterns and social life in other regions of the world (Latin America, Africa, and Asian), including factors and agents' of modernization and dependency in a global context.

Assignments and Requirements:

1. Three (3) examinations: The exams are scheduled for in-class. Exam questions will come from readings and lecture/discussions. The exam will consist of several short answer questions and one long essay question. Exam forms will be provided for the short questions; you bring a Blue Book for the long essay question. Each exam is worth 50 points.

Exam Dates:

- 1st exam, February 23
- 2nd exam April 6
- 3rd exam, during Finals Week

2. Two (2) book review essays: You will write an informed book review essay of *The Unheavenly City Revisited* and *Sidewalk*. The reviews will be 7-8 double-space, typed pages long and each is worth 75 points. The book review essay will be evaluated by how well the following items are written, organized, and presented.
 - Presentation of the book's thesis or theme; description of its scope, organization and content; description of some of the data or evidence presented.
 - Analysis of the book in terms of sociological ideas, concepts, and theories discussed in class and from *Urban Sociology*. Introduce the ideas that helped you to understand what the book is about.
 - Assessment of the book's strengths and weaknesses. The assessment might include discussion of style, organization, thesis, and nature of evidence presented.
 - General conclusion; your opinions about the book, how it affected your own thinking on the subject; would you recommend this book to someone?

The completed book review must have a title page, page numbers, and placed in a folder. **Late reviews will be accepted, but will lose 4 points per day.** Make sure you make a copy for safekeeping.

- 1st book review: Friday, March 16
- 2nd book review: Friday, May 11

Evaluation of Papers:

The instructor for the course has the professional responsibility to assign grades to students for each of the examinations, papers, projects, and other activities in the class. Each syllabus will contain a grading policy that apportions points/credit to each

assignment. It will also contain a grading scale and an explanation of how grades will be assigned. The writing evaluation criteria are as follows:

1. **A:** This grade is given to a superior or outstanding paper. It thoroughly addresses all aspects of the assignment. The paper is fully developed and very well organized. It is distinguished by skill and sophistication in word choice, sentence and paragraph structure, organization and interpretation of evidence, and development and organization of ideas. This grade is reserved for truly exemplary work.
2. **B:** This is very good paper; it is a better than adequate response to the assignment. It is well organized and developed, but it is weaker than the superior paper in some ways. Although it is well written, it may slight one part of the assignment, it may have minor problems with development or with organization and interpretation of evidence, it may have some minor grammatical problems, or it may show less sophistication in word choice or sentence structure.
3. **C:** A good paper is an adequate or satisfactory response to the assignment. The writing is clearly competent, but this paper is weaker than the superior or very good paper in any of several areas. It may omit part of the assignment; its insights may be general and superficial; it may be less clearly organized; evidence is not fully developed or clearly interpreted; it may have more than a few sentences marred by awkward or ungrammatical construction, errors in punctuation and spelling, or imprecise use of words.
4. **D:** This is a minimally acceptable paper that barely meets the requirement of the assignment. The writing is less than competent and usually shows problems in several areas. The organization may be unclear, the development weak, the evidence inadequately interpreted, ideas inadequately supported, the paragraphs and sentences poorly structured, or use of words inaccurate. The writing may also show some problems with grammar and mechanics. The paper is strong enough, however, to earn a passing grade.
5. **F:** A failing paper is unacceptable work; it does not meet the minimum requirements of the assignment and therefore does not earn a passing grade. It has major deficiencies in organization, development, interpretation of ideas and evidence, paragraphing, sentence structure, word choice, grammar, and/or mechanics

Grading Scale:

3 in-class exams, 50 points each	= 150 pts.
2 book reviews, 75 points each	= <u>150</u>
Total	= 300 pts.

A = 300-270 B = 269-240 C = 239-210 D = 209-180 F = 179-0

General Information:

1. Attendance Policy: Students are expected to attend class and should contact the instructor regarding any absences, especially when there are extended absences due to illness, death in the family, or other situations. Any missed exams and /or assignments remain the responsibility of the student. It is also the students' responsibility in keeping up with course work and keeping up to date with changes in the schedule.
2. Missed Assignments, make-up work, and late paper policy: All assignments must be completed, in order to pass the course. If you miss a paper due date, you will lose 4 points per day. If you miss an exam, you should see the instructor as soon as possible to make-up.
3. Special Needs: If you have special needs related to an identified disability, you must first register with the Office of Services to Students with Disabilities in the Madden Library, room 1049, 278-2811 before the instructor can accommodate those special needs. No accommodation will be possible until the instructor has received official notification.
4. Cheating and Plagiarism: "Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term *cheating* not be limited to examinations situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means."
"Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work."
5. Non-discrimination: Each student has the right to a classroom environment and evaluation of work that does not discriminate on the basis of sex, race/ethnicity, age, religion, national origin, sex orientation, or social class. The only criteria that shall be considered for evaluative purposes are those of the required academic performance standards and classroom behavior that are outlined in this syllabus.
6. Classroom Behavior: Each student is expected to conduct himself or herself in a professional manner showing courtesy and respect to the instructor and other students in the class. Full attention will be devoted to each class session; this means turn off cell phones, no eating, no sleeping, no informal talking, no reading of outside material, no carrying on in other kinds of behaviors or activities that disrupts the learning process. If you must leave class early, please let the instructor know at the beginning of the class session. A student who is unable to conduct himself or herself in a courteous and respectful manner will be asked to remove himself or herself from the classroom. Removal from class in a serious step that must be reported to the Vice President for Student Affairs.

7. Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Topics and Reading Schedule:

<u>Week:</u>	<u>Topic and Readings:</u>
Week 1-2	The Urban Tradition in Sociology Flanagan, Ch. 1- 2; Banfield Ch. 1-3
Week 3-4	The History of Urban Growth in the United States Flanagan, Ch. 3-4; Banfield, Ch. 3-5
Week 5-6	The Ecology and Structure of American Cities Flanagan, Ch. 5; Banfield, Ch. 6-8
Week 7-8	Social Environments of the City Flanagan, Ch. 6-7; Banfield, Ch. 9-11
Week 9-10	Ethnicity and Minority/Majority Relations Flanagan, Ch. 8; Duneier, "Introduction," "The Book Vender" "The Magazine Vendors," "The Men without Account"
Week 11-12	People and Urban Lifestyles Flanagan, Ch. 9-10; Duneier, "How Sixth Avenue Became a Sustaining Habitat," "Sidewalk Sleeping," "When You Gotta Go"
Week 13	Political Economy of the City Flanagan, Ch. 11; Duneier, "Talking to Women," "Accusations: Caveat Vendor?" "The Space Wars: Competing Legalities"
Week 14-15	The Global Economy and the City Flanagan, Ch. 12-13; Duneier, "A Christmas on Sixth Avenue." "A Scene from Jane Street," "Conclusion"
Week 16	Final Examination Week

ATTACHMENT 4: COST FACTORS

No special cost factors are associated with Sociology 163.