Course Title: Urban Sociology
Course Prefix: SOCG
Course No.: 3013
Section No.: P01

Department of Division of Social Work, Behavioral, and Political Sciences
College of Brailsford College of Arts and Sciences

Instructor Name: Robert Paul Jones, M.S.W., Ph.D.
Office Location: Woolfolk 304
Office Phone: 936-261-3210
Fax: 936-261-3229
Email Address: rpjones@pvamu.edu or Sociology2000@hotmail.com

US Postal Address
P.O. Box 519
Mail Stop 2203
Prairie View, TX 77446

Office Hours and Virtual Hours:
MWF 7:00–8:00 a.m. in 304 Woolfolk
MWF 11:00–noon in 304 Woolfolk
MWF 2:00–3:00 p.m. in 304 Woolfolk
Other times by appointment & anytime by text message to 281-408-6011 or e-mail

Course Location: 202B Woolfolk
Class Meeting Days & Times: MWF 1:00–1:50 p.m.

Catalog Description: Study of human settlement patterns, including the origin and development of cities, types of cities, urban political economy, special distribution urban problems and recent trends in urbanization. Examines globalization and the rise of mega-cities and homelessness.

Prerequisites: none
Co-requisites: none

Required Text, Equipment & Supplies:

- Three-ring binder—1/2 inch or 1 inch--with 10 dividers
- Number two pencil
- 10 small Scantron forms

Access to Learning Resources:
PVAMU Library: phone: (936) 261-1500
web: http://www.tamu.edu/pvamu/library/
University Bookstore: phone: (936) 261-1990
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:
The goal of this course is to provide you with an introduction to Urban Sociology and more broadly to Urban Studies.
Learning Outcomes/Objectives

At the end of this course, you will be able to

1. Identify basic facts of world urban history
2. Explain functional urban sociology
3. Explain radical urban sociology
4. Explain natural urban sociology
5. Analyze cities as societal parts
6. Analyze cities as arenas of class conflict
7. Analyze cities spatial meanings

Course learning outcome aligns with . . .

**Demonstrate** knowledge of basic sociological concepts used in the study of human settlement patterns and their application to urban areas throughout the world.

**Develop** an awareness of how human settlement patterns shape and constrain individuals’ choices and experiences.

**Analyze and critique** social processes using sociological concepts and theories.

**Write** a critical essay discussing the influence of social institutions upon social processes.

**Examine, evaluate and interpret** social facts

Program Learning Objective

SLO#1: Identify and apply basic sociological concepts used in micro and macro sociological theory

SLO #4: examine social institutions and processes across cultures

SLO #4: examine social institutions and processes across cultures

SLO #4: examine social institutions and processes across cultures

Core Objective

CO #4: Social Responsibility

CO #4: Social Responsibility

CO #1: Critical Thinking

CO #2: Communication

CO #1: Critical Thinking

CO #4: Social Responsibility

CO #3: Empirical and Quantitative skills

Course Requirements & Evaluation Methods

This course uses the instruments listed below to determine your grades and proficiency of the learning outcomes for the course:

10 Quizzes – Each of 10 quizzes are worth 10 points and consist of 10 multiple-choice questions.

2 Exams – The Midterm and Final Exams count 100 points each.

1 Service Project: Choose one of the following options for 100 points:

- **Poll Worker.** Register to vote in Waller County, participate in training and work during the November election. Long hours, but salary $100+
- **CALF Garage Sale Worker.** Spend 8 hours on a Friday or Saturday assisting & interviewing participants.
- **Local government.** Attend one meeting each of the Prairie View City Council & the Waller County Commissioner’s Court.

All projects require a two page single-spaced, duplex printed report
<table>
<thead>
<tr>
<th>Grading Matrix</th>
<th>Value (in points)</th>
<th>Percent of Course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10 quizzes at 10 points each = 100</td>
<td>25</td>
</tr>
<tr>
<td>Exams</td>
<td>2 Exams at 100 points each = 200</td>
<td>50</td>
</tr>
<tr>
<td>Service Project</td>
<td>1 at 100 points = 100</td>
<td>25</td>
</tr>
<tr>
<td>Total:</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>

Grade determination:
- A = 90% & up of the score of the top 10% of the class
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% & down

The above percentages are based on the average score of the top 10% of the class, not 100%. For instance, in a class of 30 students on a 10 point quiz, if the average of the 3 highest scores is 9, then 90% of 9 is 8.1 & scores of 8 & above are A's. Then 80% of 9 is 7.2, so scores of 7 & 8 are B's & so on.

Bonus Points: Take advantage of these optional ways of raising your grade by as many as 20 points.

1. **Register** to vote in Waller County for 5 bonus points. Or, if you commute from outside the County, then register there for 5 bonus points.
2. **Vote** in the Primary Election for 5 points.
3. Submit your **Sociology Notebook** to me for up to 5 points.
4. At the end of the semester fill out the course evaluation online aka SOS. E-courses reports to me the names of students who attempt to fill out the SOS & those who successfully complete the evaluation, as well as the date and length of time spent devoted to the task. Worry not, your evaluation remains confidential.

Grading Policy
*No absences are excused. Missing more than 4 weeks—12 classes—results in a course grade of F.*

Course Procedures

Classroom Decorum:
2. Avoid being tardy or leaving early. Class starts at the top of the hour.
3. Avoid eating, drinking, sleeping or wearing headphones.
4. Bring your notebook, scantron forms & other course materials to class.
5. Turn your cellphone off, except when taking pictures of screen or white board.

Quiz/Exam Policy: Exams & quizzes are in class. Bring your scantron and pencil on exam day. Once the exam begins, you may not leave the room. Makeup examinations are possible only because of documented emergencies (See Student Handbook and the description below). No hats—for women or men—are allowed on exam days.

Make-up time for quizzes & exams is 7:15 the next class day in my office 304 Woolfolk.

Submission of Report Policy: Submit written reports online via eCourse or TaskStream and bring a hardcopy to class.

**Plagiarism:** Plagiarism is a serious academic crime and policy for students who commit plagiarism will be enforced. In general, plagiarism is using another person's words, statistics, and/or ideas as if they were your own. Plagiarism, which is formally defined in the University Rules and Procedures section of this syllabus, can come in many forms, such as directly quoting a source without quotation marks, directly quoting a source without giving a reference citation, paraphrasing a source without giving a reference citation and so forth. It is incumbent on students to seek help from the instructor or other University resources to avoid even the appearance of plagiarism in their work. Any student caught committing ANY plagiarism can receive one OR MORE of the following
punishments, depending on the severity of the offense and in accordance with the Student Code of Conduct:
1. Grade Penalty (an F for the assignment and/or an F for the course);
2. Letter of Reprimand
3. Probation
4. Suspension
5. Dismissal
6. Expulsion

Consult the University's Code of Conduct for other forms of academic dishonesty and the punishments.

**Electronic Communication:** Notes and other course materials may be posted on Moodle/Ecourses, which is available at [http://ecourses.pvamu.edu](http://ecourses.pvamu.edu). Note the frequently asked questions FAQ links in the left margin of this link. Use this website as a resource for the class. **Check your Prairie View A&M email frequently** for messages and official announcement. For tech support accessing your account, call (936) 261-2525. Not having access to your Panther Email is no excuse for missing important information.

**Make-up Policy:** Making up a quiz or exam requires a valid excuse. Valid excuses include illness, school or business trips, or family crisis documented by a university official, doctor, police officer, or coach.

**References**

I. **Urban History**


Sophisticated, nuanced analysis of how immigrant industrial workers, families and neighborhoods became politically active in helping create New Deal programs.


Sophisticated, nuanced history showing that the growth of Chicago in the 19th Century and the settlement of the Midwest were one process. Central City and hinterland are two sides of the same coin and cannot be understood separately.


Italian physicist who switched to social science tells Europeans to anticipate their future by examining Chicago’s past through a sociological lens!


Comprehensive, rich source of sociologically relevant information on how people individually & collective solved new problems of urban living with new customs, laws and institutions.


See my review of this book at Amazon.com.


The archeological discovery that shocked Northerners.

Lewis, A. (1997). *An early encounter with tomorrow: Europeans, Chicago’s loop, and the world’s Columbia*
**exposition. Urbana & Chicago: University of Illinois Press.**

Study of the conclusions reached by the multitude of Europeans who visited Chicago in the 1890s for the purpose of understanding what would likely happen later in European cities.


Companion book to the PBS program of the same name. Dynamic & dramatic story of the co-development of Chicago & the Midwest in the 19th century.


Urbanizing and liberating effects of working in food service on and along the Santa Fe Railroad.


The long history of the pre-automobile suburb. Before WWII suburbanization in the United States was a product of public transportation!


II Functional Urban Sociology


Viewing high tech urban areas as the mines and foundries of the new economy, the authors use case studies (Silicon Valley & Boston’s Route 128 among others) to identify the social sources high tech innovation and the role of governments in enhancing high tech cities.


A celebration of capitalism at work creating new urban environments.


An impressive study of the decline of social capital and civic engagement using diverse, here-to-fore ignored sources of data.

III. Radical Urban Sociology aka Urban Political Economy


Comparative sociological study of the historical origin & development of New York, Chicago and Los Angeles.


Comparative study of very low income areas in Third World countries.
IV. Natural Urban Sociology


An inventory of generic place names—socially created vocabulary terms—people use to make geographic space into meaningful social places. Examples: capital, dateline, meeting place, porno district, gentrifying neighborhood, greenbelt, speed trap & skyline.


An observational study of village life based on years of living in villages in India, Africa, Asia, Eastern Europe and Central America.


An observational study of behavior in urban public areas.

V. The Science of Place

Why do some places make us feel comfortable & satisfied and other places repel us? Efforts to answer this question have yielded a new, amorphous area of study. Journalists, activists, biologists, sociologists, psychologists and others have contributed to this electric body of work.


Blames unsatisfying places on modern, artificially heated, cooled, and lighted buildings that remove humans from the natural environments with their daily and seasonal rhythms in which humans evolved.


Faults modern architecture for failing to use principles humans are hard-wired to find pleasing. Having lost the "old way of seeing" proportions and patterns in light and shadows, modern architects design building that no longer
please.


A study of how great, good places or third places (behind home and work) build community and how their absence in automobile suburbs undermines community and feelings of belonging.

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### 16 WEEK CALENDAR

*This schedule and these procedures are subject to change in the event of extenuating circumstances.*

<table>
<thead>
<tr>
<th>Week One: Topic</th>
<th>January 20 &amp; 22</th>
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<tbody>
<tr>
<td>Week Two: Topic</td>
<td>January 25, 27 &amp; 29</td>
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<tr>
<td>Week Three: Topic</td>
<td>February 1, 3 &amp; 5</td>
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<tr>
<td>Week Four: Topic</td>
<td>February 8, 19 &amp; 12</td>
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<tr>
<td>Week Five: Topic</td>
<td>February 15, 17 &amp; 19</td>
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<tr>
<td>Week Six: Topic</td>
<td>February 22, 24 &amp; 26</td>
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<tr>
<td>Week Seven: Topic</td>
<td>February 29, March 2 &amp; 4</td>
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<tr>
<td>Week Eight: Topic</td>
<td>March 7, 9 &amp; 11</td>
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<tr>
<td>Week Nine:</td>
<td>March 12-20</td>
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<tr>
<td>Week Ten: Topic</td>
<td>March 21 &amp; 23 (Good Friday)</td>
</tr>
<tr>
<td>Week Eleven: Topic</td>
<td>March 28, 30 &amp; April 1</td>
</tr>
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- **Introduction to Logistics of Course and Preview of Content**
- **Becoming a Productive Person:** Note Taking, Study Skills & Test Taking
- **The Importance of Sociology**
- **Table 1. Functional, Natural & Radical Sociologies**
- **Scientific & Philosophical Origins**
- **The significance of voting in social change**

**Week Two:**

- Quiz #1

**Week Three:**

- **Table 2. What is Urban? Rural?**
- Quiz #2

**Week Four:**

- **Table 3. Who are Urbanites?** Social Self
- Quiz #3

**Week Five:**

- **Table 4. Why do people misbehave?**
- Quiz #4

**Week Six:**

- **Table 5. How & Why do People Differ?** Social Differences
- Quiz #5

**Week Seven:**

- Hempstead Landfill: Environmental Racism

**Week Eight:**

- Review Tables 1-5
- **Midterm Examination Friday March 11**

**Week Nine:**

- **Spring Break**

**Week Ten:**

- **Table 6. How do Cities Change?** Social Change
- Quiz #6

**Week Eleven:**

- Examples of Social Change: Uneven Development
### Quiz #7

**Week Twelve:** Topic
**April 4, 6 & 8**
Examples of the **Race to the Bottom**
Quiz #8

**Week Thirteen:** Topic
**April 11, 13 & 15**
tba
Quiz #9

**Week Fourteen:** Topic
**April 18, 20 & 22**
tba.
Quiz #10

**Week Fifteen**
**April 25, 27 & 29**

**Week Sixteen**
**May 2 Review Day**
**To be announced Final Exam**

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### University Rules and Procedures

**Disability statement (See Student Handbook):**
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct (See Student Handbook):**
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook)**
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. **Absences are accumulated beginning with the first day of class.**

**Student Academic Appeals Process**
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in
the Undergraduate Catalog and by doing so **within thirty days** of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

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**Technical Considerations for Online and Web-Assist Courses**

**Minimum Hardware and Software Requirements:**
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0/plug-ins

- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

**Communication Expectations and Standards:**
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following **my receipt** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

**Submission of Assignments:**
Some Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

**Discussion Requirement:**
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.
It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.