**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**SOC 204 *–* Urban Sociology**

**Course Outline**

**Course Number & Name:**  SOC 204 Urban Sociology

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in SOC 101

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Spring 2011

**Course Description**: Urbanism is stressed as a way of life with distinct social relationships and values. Emphasis is on the social and physical environment of modern urban life, its relationships, processes, and implications, and various alternatives open to urban people.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. examine various developments of cities from a global perspective;
2. differentiate between historical and modern statement on urban sociology;
3. examine the impact of ethnicity, race, class and gender on the urban city; and
4. explore the role of planning in the development of cities.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Examine various developments of cities from a global perspective:

* 1. *examine the emergence of urban sociology as a sub-discipline in sociology;*
	2. *examine trends in the development of cities from antiquity to modern times;*
	3. *explain the role of the city in the evolution of American cities during the revolutionary war and the industrial revolution;* and
	4. *discuss the growth of suburbs and the idea of sprawl*

1. Differentiate between historical and modern statement on urban sociology:
	1. *compare and contrast the ideas about urban sociology put forth by Karl Marx, Ferdinand Tonnies, Emile Durkheim, W.E.B. Du Bois, Georg Simmel and Max Weber;*
	2. *evaluate the modern ideas about urban sociology and the city put forth by Robert Park, Louis Wirth, Herbert Gans, and Horace Cayton and St. Claire Drake;* and
	3. *evaluate the similarities and differences between the classical statements and the more modern statements*

**Measurable Course Performance Objectives (MPOs)** (continued):

1. Examine the impact of ethnicity, race, class and gender on the urban city:
	1. *examine the role of culture in the development of cities;*
	2. *describe the process of urbanization in the United States and in the “developing” world;*
	3. *discuss the role of a slave economy on the development of American cities;*
	4. *discuss the role of capitalism in the development of modern cities;*
	5. *describe the differences in class diversity between urban and suburban cities;*
	6. *identify various ethnic enclaves in America and discuss the pros and cons of such enclaves;*
	7. *describe how race relations have shaped the development of urban cities in America;*
	8. *examine gender relationships in contemporary and historical cities;* and
	9. *assess the intersectionalities of race, ethnicity, gender and class*
2. Explore the role of planning in the development of cities:

* 1. *define what city planning is;*
	2. *explain the benefit of planning and the potential consequences of not planning in cities;* and
	3. *discuss the roles of politics and economics on urban development and planning*

**Methods of Instruction**: Instruction consists of lectures, class discussions, videos, and a scholarly research project.

**Outcomes Assessment:** Weekly analytical reflections and/or quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the assigned research paper and the final presentation for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives.  The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Read all assigned course materials including the textbook selections.
2. Attend class regularly.
3. Complete all written assignments and participate in classroom discussions.
4. Complete the assigned research paper using ASA format for reference and citation.
5. Take exams/quizzes as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Analytical Reflections/Quizzes/Class Participation/Attendance 30 – 40%**

Weekly assignments are made that analyze reading materials and/or current affairs, the selection of which is based on relevance to course objectives. Responses to reflective questions or quizzes will provide evidence of the extent to which students have met course objectives. Classroom participation and attendance are also considered here.

* **Research Paper** (8 – 10 pages) **20 – 40%**

This research project requires students to use scholarly journals as sources and ASA formatting to present a professional research paper. The papers are evaluated using a rubric for the presence of course objectives, including using one of the three major sociological theoretical perspectives.

* **Final Presentation**   **0 – 35%**

The presentation requires the use of PowerPoint and discussion of the student’s paper in conjunction with one of the chapters covered over the course of the semester and, therefore, relates to one or more course objectives.

* **Literature Reviews 10 – 20%**

Literature reviews are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the sociological literature. Based on the literature review, students are required to develop a thesis and draw conclusions on the topic researched.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* **Final Exam** (optional and alternative to above measures)  **0 – 35%**

The **comprehensive** final exam will examine the extent to which students grasp and synthesize the sociological concepts, methods, and theories and have achieved course objectives.

Note: The instructor will determine (as appropriate) the specific component(s) appropriate for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following required text: Macionis, John J & Vincent N Parrillo. 2007. *Cities and Urban Life*. 4th edition. Upper Saddle River, New Jersey: Pearson Prentice Hall.

**Unit Topics/Chapters**

1 Overview and Introduction

2 Exploring the city – Chapter 1

* + - 1. American cities
			2. cities around the world
			3. urban cities

3 The origins and development of the world’s cities – Chapter 2

1. cities in antiquity
2. ancient African and European cities
3. urban cities as a revolutionary idea

4 The development of North American cities – Chapter 3

1. American cities in the colonial era
2. slave economy and urban cities
3. industrial revolution

5 Cities and suburbs of the twenty-first century – Chapter 4

1. what is sprawl and where does it occur?
2. emerging cities

6 Urban sociology: classic and modern statements – Chapter 5

a) classical statements – Marx and Engels, Durkheim, Weber, and Du Bois (*The Philadelphia Negro* excerpt – handout)

b) North America – Park, Wirth, Gans, and Cayton & Drake (*Black Metropolis* excerpt – handout)

7 Social psychology: the urban experience – Chapter 6

a) the social and physical environment

8 Geography and spatial perspectives: making sense of space – Chapter 7

a) urban geography

b) urban ecology

9 Comparative urbanism: the city and culture – Chapter 8

a) comparing rural and urban cities

10 The new urban sociology – Chapter 9

a) urban economics

b) political economics

c) global economics

d) the urbanization of poverty

**Unit Topics/Chapters**

11 Stratification and social class – Chapter 10

a) social stratification

b) urban social class diversity

c) suburban social class diversity

12 Race, ethnicity, and gender – Chapter 11

a) cities and immigrants

b) racial and ethnic minorities

c) women and urban life

13 Housing, education, and crime – Chapter 12

a) a place to live

b) the challenge of urban education

c) the perception and reality of crime

14 Cities in the developing world – Chapter 13

a) historical cities around the world

b) contemporary global cities

15 Planning the urban environment – Chapter 14

a) city planning in world history

b) utopias

c) real world city planning

16 **Final Presentation** or **Final Exam**

**Note:** In SOC 204, the instructor must cover the 16 units listed above minimally in any reasonable order throughout the duration of the semester. However, all of the subunits do not need to be covered. The instructor may include additional areas based on his/her expertise and/or interests.