FAVETTEVILLE STATE UNIVERSITY  
COLLEGE OF ARTS AND SCIENCES  
DEPARTMENT OF SOCIOLOGY  
SOCI 442 D1 Online  
SPRING 2014 

I: LOCATOR INFORMATION 

COURSE NUMBER AND NAME: SOCI 442 Online: Urban Sociology  
Semester Credit Hours: 3  
Course Location and Meeting Time: Online  
Semester Starts: January 11 - May 9, 2014  
Instructor's Name: Dr. Jilly M. Ngwainmbi  
Office Location: TS 204 B  
Telephone: 672-1004  
Office Hours: By Appointment and Email  

The primary means of instruction and communication for this course will be email,  
“Announcements” in Blackboard, and “Discussion Board”. 

E-mail Address: jngwainmbi@uncfsu.edu 

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic 
mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the 
primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students 
pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via 
FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use 
computer laboratories throughout the campus that can be used to access electronic mail. 

Rules and regulations governing the use of FSU email may be found at  
http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf  

II. COURSE DESCRIPTION 

SOCI 442: Urban Sociology focuses on a study of urbanism as a way of life; the 
growth and development of urban areas; urban social organization; change and problems of 
contemporary urban life; ecological patterning; urban planning; and problems of control. 

The primary focus of the course will be on the effects of urbanization on urban dwellers' 
attitudes, lifestyle and interpersonal relationships, comparing and contrasting urbanization in 
developed and less developed countries. The course will also focus on the extent and nature of 
urban problems as well as the solutions provided through urban programs and planning.
III. DISABLED STUDENT SERVICE

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK


V. COURSE AND BEHAVIORAL OBJECTIVES

A) Course Objectives

1) To acquaint students with basic urban sociological concepts, distinguishing urbanization from urbanism;

2) To provide students with analytical frameworks useful in analyzing and understanding the causes, effects, and patterns of urbanization;

3) To expose students to problems of urbanization and the ways these problems are dealt with. Students are expected to provide a critical analysis of these problems and propose solutions to them;

4) To provide students with a critical but not necessarily judgmental understanding and appreciation of the influence of urbanization on attitudes, lifestyle, and interpersonal relationships in urban arena; and

5) To examine and understand the similarities and differences between urbanization in developed and developing countries.

B) Behavioral Objectives

Upon completion of this course students would be able to:

1) identify basic urban sociological concepts and theories;

2) apply specific urban sociological theories to the critical analysis of specific contemporary social problems associated with urbanization;
3) identify specific effects of urbanization on people’s attitudes, lifestyle, and interpersonal relationships; and

4) propose solutions to specific urban problems based on their theoretical understanding of the origin of those problems.

V. GENERAL LEARNING GOALS OF THE COURSE

The primary goal of the course is to introduce students to the basic concepts of urbanization, especially those conditions that relate to the emergence of cities.

A second goal of the course is to examine the effects of urbanization on attitudes, lifestyle and interpersonal relationships among city dwellers.

A final goal of the course is to acquaint students with various urban problems, programs and planning, paying particular attention to some of the solutions that city policymakers provide to these problems.

VI. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The program prepares knowledgeable, reflective, and caring education professionals to support student learning and family participation in a diverse, technological and global society.

VII. NCATE, NCDPI SPECIALTY AREA STANDARDS

Include the NCDPI Specialty Area Standards, the NCATE Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Social Studies Standards</th>
<th>NCATE Standard(s)</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social studies teachers have a broad knowledge of content.</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Discussion Board and Virtual Classroom presentations.</td>
</tr>
<tr>
<td>2. Social studies teachers know the content appropriate to their teaching specialty.</td>
<td>Content Knowledge</td>
<td>Exams; Quizzes; Journal Article Analysis; Classroom Discussions;</td>
</tr>
</tbody>
</table>
3. Social studies teachers connect social studies with the broad curriculum.

| Content Knowledge Professional Knowledge | Exams; Quizzes; Journal Article Analysis; Discussion Board and Virtual Classroom presentations. |

VIII. NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS (NCSS)

Include the NCSS standards and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>National Council for the Social Studies Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Culture and Cultural Diversity.</td>
<td>Exams; Quizzes; Discussion Board and Virtual Classroom presentations.</td>
</tr>
<tr>
<td>1.5 Individuals, Groups, and Social Institutions.</td>
<td>Exams; Quizzes; Journal article analysis; Discussion Board and Virtual Classroom presentations; and Reflective assignment</td>
</tr>
<tr>
<td>1.9 Global Connections.</td>
<td>Exams; Quizzes; Discussion Board and Virtual Classroom presentations.</td>
</tr>
</tbody>
</table>
IX. NCDPI CORE STANDARDS

Include the NCDPI Core Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Core Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers know the content they teach.</td>
<td>Exams; Quizzes; Discussion Board exercises.</td>
</tr>
<tr>
<td>6. Teachers respect and care about students</td>
<td>Discussion Board exercises.</td>
</tr>
</tbody>
</table>

X. NCDPI DIVERSITY STANDARDS

Include the NCDPI Diversity Standards, and the assessment(s). Only include the standard or standards you will address in this course.

<table>
<thead>
<tr>
<th>NCDPI Diversity Standards</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.</td>
<td>Exams; Quizzes; Journal article analysis; Reflective assignment; Case studies; Discussion Board and Virtual Classroom presentations.</td>
</tr>
</tbody>
</table>

XI. TECHNOLOGY AND TECHNOLOGICAL APPLICATIONS

Include the NCDPI Technology Standards, and the assessment(s). Only include the standard or standards you will address in this course. Some technologies for the course may include: productivity tools (Power Point, presentation software), Internet, web page construction, e-mail, on-line course applications, Blackboard, grade book, video camera, Smart board. Please list any technologies that you will use in the course.

<table>
<thead>
<tr>
<th>NCDPI Technology Standards</th>
<th>Technological Applications Used in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers demonstrate a sound understanding of technology operations and concepts.</td>
<td>Internet; Blackboard; Email; PowerPoint; Grade book; Smart board; Virtual Classroom and Discussion Board presentations</td>
</tr>
</tbody>
</table>
XII. DISPOSITIONS

Directions: Check all that apply. Dispositions will be addressed through the readings, modeling, reflecting, field experiences, discussion and other approaches. This course will seek to enhance and strengthen the dispositions checked below.

<table>
<thead>
<tr>
<th>Professional Competence</th>
<th>Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Appreciates and engages in self-reflection</td>
<td>Dresses appropriately for the setting</td>
</tr>
<tr>
<td>X Shows a commitment to ongoing learning</td>
<td>X Is punctual</td>
</tr>
<tr>
<td>X Desires to learn and apply new technologies</td>
<td>X Attends class regularly and participates in class</td>
</tr>
<tr>
<td>X Is receptive to new ideas and feedback</td>
<td>X Completes assignments and tasks in a timely manner</td>
</tr>
<tr>
<td>X Writes and speaks clearly and effectively</td>
<td>X Willing to go beyond required assignments</td>
</tr>
<tr>
<td>Uses culturally sensitive language when communicating with families</td>
<td>Shows imitative and motivation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Dispositions and Qualities</th>
<th>Professional Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Believe all children can learn</td>
<td>X Displays high and ethical professional standards</td>
</tr>
<tr>
<td>X Understands the culture of students and their families</td>
<td>X Is honest and dependable</td>
</tr>
<tr>
<td>X Values and respects diversity and individual differences</td>
<td>X Is courteous and respectful</td>
</tr>
<tr>
<td>X Demonstrates flexibility and adaptability</td>
<td>X Has a positive professional attitude</td>
</tr>
</tbody>
</table>

| X Treats all students fairly and equitably                         | X Accepts and uses constructive criticism       |
| X Is sensitive to the feelings of others                           | X Maintains emotional control and appropriate behavior|
| X Interacts appropriately and positively with others                |                                               |

XIII. COURSE ARRANGEMENTS
Lectures, small group discussions, and student reports will be used as teaching techniques.

Lectures for the course will focus on major theorists, their theoretical formulations, and the key social issues or problems they intended to address.

Student group discussions and reports will focus on the application of a sociological theory or sociological perspective to a social problem or issue similar to that which the original theory to address.

XIV. COURSE REQUIREMENTS

-- Regular attendance, determined by recording your regular and timely responses to Discussion Board assignments;

--Informed participation in assigned activities in Discussion Board;

--Satisfactory and timely completion of writing assignments; and

--Satisfactory performance on all tests and examinations.

XV. CLASS POLICIES

1) Attendance policy for this course will be based on student participation in “Discussion Board” exercises and projects. Students are strongly encouraged to participate regularly in all “Discussion Board” exercises, assignments, discussions and projects.

2) In addition to the reading assignments from the text, the course will include a number of brief assignments that will require reading, writing.

3) There will be four tests, one mid-term examination and one final examination. Tests and Examinations will be a combination of multiple choice and true/false questions. Dates and times for tests and examinations will be announced through E-mail and “Announcements” on Blackboard. No make-up tests or examinations will be given except in cases of dire emergency. In such cases, arrangements should be made with the instructor before the regular test or examination date.

4) All tests and examinations will be timed and each student must take them at the exact times as scheduled. The tests and examinations MUST be submitted at least five (5) minutes before the time allowed expires. If a student fails to follow this fair warning and spends more time taking the test or examination and consequently, the computer does not grade and record her or his test or examination, the student will get a zero for that particular test or examination.
5) NO student shall attempt to print any test or examination. Any such attempt is promptly recorded by the computer and communicated to the instructor. If any student fails to follow this fair warning and attempts printing any test or examination, the penalty is a zero for that particular test or examination.

XVI. Teaching Strategies:

The teaching strategies used in this course will include a combination of lecture, use of “Discussion Board” for specified exercises and assignments and the use of “Virtual Classroom” for lectures. Audio and Visual materials will be used as needed, based on accessibility to students.

XVIII. COURSE EVALUATION AND GRADING POLICY AND SCALE

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 91</td>
</tr>
<tr>
<td>C</td>
<td>73 - 82</td>
</tr>
<tr>
<td>D</td>
<td>64 - 72</td>
</tr>
<tr>
<td>F</td>
<td>LESS THAN 63</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

D) COMPONENTS OF FINAL GRADE

Grades for the course will be based on the following:

Tests..........................................................50% of the final grade
Mid-term Examinations.................................................................25% of the final grade
Final Examination..............................................................25% of the final grade
Total..............................................................................................100%

The tests and examinations will consist of multiple choice

*This component may be more than 50% of the final grade depending on whether a student has earned points for extra credit activities.
FORMULA FOR COMPUTING FINAL GRADE

The following formula will be used to compute the final grade for this class:
(Extra Credit + Test #1 + Test #2 + Test #3 + Test #4 + Test#5 divided by 2, which account for 50% of final grade + Mid-term exam, which accounts for 25% of final grade + Final Exam, which accounts for 25% of final grade, Total=100% or more depending on whether student earned points for extra credit.

Note: All tests count and are factored into the Final Grade. All tests are graded out of 20 points. For example, 1) to compute your grade on tests with 40 questions, simply divide your score on the test by 2 -> If you scored 40 out 40, then it becomes 40/2 = 20 points; and 2) to compute your grade on tests with 100 questions, simply divide your score on the test by 5 -> If you scored 100 out of 100, then it becomes 100/5 = 20 points. The Mid-term Exam and the Final exam are graded out of out of 25 points. For example, 1) to compute your grade on the Mid-term exam or Final exam with 50 questions, simply divide your score on the exam by 2 -> If you scored 50 out 50, then it becomes 50/2 = 25 points; and 2) to compute your grade on the Mid-term exam or Final exam with 100 questions, simply divide your score on the Mid-term exam or Final exam by 4 -> If you scored 100 out of 100, then it becomes 100/4 = 25 points.

You Must take tests or exams any time within the specified time frame because they will automatically disappear at 11:00PM and will not be made available again even at your request. Yes, even you.

XIX. SELECTED REFERENCES


**XX. COURSE OUTLINE AND ASSIGNMENT SCHEDULE**

This calendar is subject to change or adjustment as needed throughout the semester. *Note: For the Summer Session, the Reading Assignments will be provided and announced weekly.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>PART ONE: THE HISTORY AND DEVELOPMENT OF CITIES</strong></td>
</tr>
<tr>
<td>1</td>
<td>Course orientation</td>
<td>Introduction</td>
</tr>
</tbody>
</table>

**An Invitation to Urban Studies**

- Conceptual Challenges in Understanding Urban Space 1
- Experiencing Urban Space 6
- Public Spaces and Human Behavior 6
- Cities as Culture 6
- Structuring Personal Experience 8
- The Micro Order 10
I

2 From Ancient Cities to an Urban World

The Emergence of the Urban Form 29
In Search of the First City: The Middle East 30
Change in the Scale of Social Organization 32
The Urban Form as Culture and the Transformation of Experience 34
The Rise of the State and the Growth of Political-Economic Power 35
The Development of Cities in China and Mesoamerica 38
The Significance of Early Urbanization 41
The Urbanization of Europe 42
The Industrial Revolution 45
The Dimensions of Urbanization in the Industrial Revolution 50
Social Organization 50
The Urban Experience in the industrialized City 52
City and Hinterland 57
Urban Change in the Present Era 60
The Shifting Center of Urban Growth in the Twentieth Century 60
Globalization and the Place of the City 65
Social Organization 65 Culture 66
Political Order 67

Test #1

3 The Urban Tradition in Sociology

The Changing Scale and the Social Order 72
The Urban Sociology of Max Weber, Georg Simmel, and Oswald Spengler 77
The Urban Tradition Comes to the United States 83
The Ecology of Urban Life 83
Urbanism as a Way of Life 84
Size 85
Density 86
Heterogeneity 86
The Image of the City in the Urban Tradition and in American Culture 87
Evaluating the Urban Tradition in Sociology 90
Gender and Public Space 92
Updating the Urban Tradition 98

4 Community and the City Chapter/TOPIC IV

Urban Community Studies 101
Case Studies 105
The Reconciliation of Urbanism and Community 107
Distinguishing between Social Spaces and Social Relationships 112
Social Networks 115
The Persistence of Family Ties 119
Summary 122

Test #2

5 Ethnicity and Minority/Majority Relations in Urban Studies Chapter/TOPIC V

Ethnicity and Minority 124
The Urban Dimensions of Immigration, Ethnic Persistence, and Assimilation 129
The Elastic Qualities of Ethnicity 130
Interethnic Hostility 132
Ethnic Culture: Survival or Hybrid? 133
Urban Ethnic Enclaves 135
Institutions in the Rivalry for Peoplehood 138
Everyone an Ethnic 142
The Urban Arena and the Formation of Minority Groups 143
Population Trends and Minorities 144
African American Urbanization 145
Contemporary Immigration and the Making of Minorities 148
La Ciudad Latina 148
Asian Americans and the Problem of Scapegoating 156
Native Americans and the City 159
A Conclusion: The Recruitment of Labor and the Creation of Minorities 163
Patterns and Consequences of Urbanization in Poor Countries

Images of the "Third World" City 166
Mexico City 168
Bangkok 172
Lagos 177
Migration and Population Growth 179
Modernization and Political Economy 181
Modernization 181
Political Economy 182
Urbanization and Spatial Inequalities 184
Industrialization and Employment 185
The Challenges of Urban Growth 189
Primacy 189
Squatter Settlement 191
Comparisons of Inner-City Slums and Peripheral Squatter Settlements 195
The Informal Sector 197
Globalization and the Urban Policy Dilemma 199
Comparative Urban Studies 203
Urbanization and Kinship 204
Communities and Networks 206
Urbanization and Ethnicity 208

Mid-term Examination

Urban Growth and Transitions in the United States

Urban Growth before the Twentieth Century 212
Early Promoters 213
The Race for Regional Domination 214
Nineteenth Century Arenas of Wealth and Poverty 217
The Walking City 219
The Growing Edge 222
Metropolitanization 224
The Automobile Age 225
The Federal Government's Role in Suburbanization 231
The Selling of the Suburbs 232
The Blurring of the Suburbs 235
Edge City 236
The Rise of the Sunbelt and the Crisis of the Industrial City 239
The Nature of the Sunbelt Advantage 240
Sunbelt Liabilities 243
Generalized Patterns of Growth and Decline 246

8 Ecology and Capitalism: Globalization and Locality

Urban Ecology and Urban Political Economy 253
Urban Ecology 253
Evaluating the Classical Ecological Schemes 259
Postwar Modifications in the Methods and Scope of Urban Ecology 262
Recent Concept Developments 263
Functionalist Urban Ecology 263
Interurban Ecology 264
Political Economy and Urban Sociology 265
Capital Accumulation 267
Class Conflict 268
Evaluating the Contributions of the Marxist Approach 270
The Rationalization of Space and the Emergence of Regional and Global Perspectives 272
Regional Studies 273
Nonmetropolitan Growth 274
Contents vii Urban Sociology and Structural Determinism 283
Is Globalization Another Determinist Theory? 284
Human Agency and Urban Change 286

Test #3

9 Poverty, Power, and Crime

The Features of Urban Poverty in the United States 290
Explaining Poverty 292
The "Culture of Poverty" and Its Critics 293
The Structure of Poverty 296
Patterns of Metropolitan Segregation 299
African American Suburbs 300
Race and Urban Poverty: Ecology, Culture, and the Mismatch Debate 301
The Continuing Significance of Race 305
Urban Households Headed by Women 309
The Dual-City Hypothesis 314
The Correlates of Urban Poverty: Powerlessness, Crime, and Victimization 316
Powerlessness 316
Crime and Victimization 323
A Conclusion: Structure, Culture, and the Poor 335

10 Urban Policy

The Nature of Urban Policy 342
Early Plans: The Grand Scale and the Humane Order 344
The Record of Policy in the United States 349
Housing Programs in the United States 351
Urban Renewal 351
Public Housing 352
Urban Homesteading and Project HOPE 357
Gentrification 359
Gated Communities 361
Losers in the Battle for Space:
The Homeless 362
Model Cities 368
New Towns 369
Enterprise and Empowerment Zones 370
Urban Policy outside the United States 373
Urban Policy in Western Europe 373
Centrally Planned Economies 375
Three Dimensions of Successful Urban Policy 378

11 A Unified Perspective for Urban Sociology

Consequences of the Division in Urban Sociology 384
Toward a Unity of Spatial Sociology 385
The Future of Urban Sociology 389

12 Presentation of Group Projects
13 Presentation of Group Projects
14 Review for the Final Examination
15 Final Examination
I very strongly believe that effectiveness and success in the process of learning requires a very frank and honest dialogue between students and instructor. Please take a few minutes and provide thoughtful and honest responses to the questions below. Remember that your feedback is going to be very useful in assisting us make changes and adjustments in this course to facilitate the learning process, thereby helping us, as well as other students in future, all learn. Thanks for your assistance.

1) What do you consider to be the main weaknesses of the course up to this point?

2) What do you consider to be the main strengths of the course up to this point?

3) What do you dislike most about the course up to this point?

4) What do you like most about the course up to this point?

5) What can the instructor do differently to help you learn more during the next half of the Semester?

6) The study guides for each chapter, test and exams are:

Clear. Yes _____ No____. If no, explain.

Helpful. Yes _____ No____. If no, explain.
7) The instructions and guide for computing Final Grade are:

Clear. Yes____ No____. If no, explain.

Helpful. Yes____ No____. If no, explain.

8) Circle the means of communication that is most helpful to you and explain why.

E-mail Telephone Discussion Board Virtual Classroom.

Explain why:

9) The Virtual Classroom lectures are very:

Clear. Yes____ No____. If no, explain.

Helpful. Yes____ No____. If no, explain.

10) The Virtual Classroom lectures should be held (Circle one):

a) once a month b) twice a month c) thrice a month d) not at all

11) The time allowed for each test or exam is enough Yes____ No____ If no, explain

12) General Comments: