Course code: SOC 1102  
Course title: Urban Sociology  
Class hours/credits: 3 class hours, 3 credits  
Prerequisite: CUNY Proficiency in Reading and Writing  
Pathways: Individual and Society

Catalog Description: A sociological perspective on the nature and origins of the modern city, and the community of life in relation to the urban metropolis.

COURSE DESCRIPTION
This course is an introduction to the sociological study of urban life. The course will address the social factors underlying urbanization in the US and the world, the sociological distinctiveness of life in urban settings, the problems that have historically characterized such settings and the social changes that would make possible the resolution of these problems.

RECOMMENDED TEXTBOOK and MATERIALS*
Title: Urban Problems in Sociological Perspective  
Author: Thomas R. Shannon, Nancy Kleniewski, and William M. Cross  
Publisher: Waveland Press

* The textbook used in a particular section will be chosen by the instructor.

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand and explain the relationship between industrialization and urbanization.</td>
<td>Combination of quizzes, exams, in-class small group work, essays and oral presentations.</td>
</tr>
<tr>
<td>2. Understand and explain how the following theories can be used to analyze urban development: Concentric-zone theory, Sector theory, Multiple Nuclei theory</td>
<td>Various writing assignments, class discussions focusing on the application of the three theories, small group work examining specific case studies relevant for the theories.</td>
</tr>
<tr>
<td>3. Using New York City as a case study, compare and evaluate the structural and cultural theories of urban poverty.</td>
<td>Oral presentations, class discussions, essays, and small group work related to the assignments focusing on urban problems in New York City.</td>
</tr>
<tr>
<td>4. Understand and evaluate federal government programs that cater to the housing needs of the poor as well as programs that primarily cater to the needs of the non-poor segments of society.</td>
<td>Oral presentations, essays, in-class small group workshops and short answer exam questions focusing on the analyses of federal government programs.</td>
</tr>
<tr>
<td>5. Using your experience of the conditions prevailing in the New York City area, explore and understand the effects of an automobile-centered transportation system, as well as the social, environmental and</td>
<td>Combination of quizzes, exams, in-class small group work, essays and oral presentations focusing on specific issues related to transportation and mobility in New York City area.</td>
</tr>
</tbody>
</table>
economic costs that such a system entails.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE: Discuss the concepts and theories deployed by sociologists in their analysis of urbanization and the social organization of urban and suburban environments.</td>
<td>Class discussions based on readings, lectures and the issues covered in the media, quizzes, exams, essays, in-class small group work, and oral presentations.</td>
</tr>
<tr>
<td>SKILLS: Develop and use the tools needed for communication, inquiry, analysis and productive work.</td>
<td>Combination of class discussions, oral presentations, in-class small group work, essays, and exams.</td>
</tr>
<tr>
<td>INTEGRATION: Work productively within and across disciplines.</td>
<td>Quizzes, exams, essays, class discussions, and in-class small group work that draws on various resources in sociology and other disciplines.</td>
</tr>
<tr>
<td>VALUES, ETHICS, AND RELATIONSHIPS: Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains.</td>
<td>Combination of class discussions, oral presentations, in-class small group work, and essays that engage directly with the questions about values, ethics, responsibility, and diversity.</td>
</tr>
</tbody>
</table>

* may vary slightly per instructor to suit their own needs

SCOPE OF ASSIGNMENTS AND OTHER COURSE REQUIREMENTS*

Quizzes; midterm and final exams including multiple-choice and short answer questions; essay assignments; participation in-class discussions; participation and contribution to small-group projects; oral presentations

FINAL GRADE DISTRIBUTION – elements and weight of factors determining the students’ grade*

Midterm exam: 30% of the grade  
Final exam: 30% of the grade  
Quizzes: 20% of the grade  
Essay: 10% of the grade  
Attendance/Participation: 10% of the grade

* may vary slightly per instructor to suit their own need

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>70-76.9</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9</td>
</tr>
<tr>
<td>F</td>
<td>59.9 and below</td>
</tr>
<tr>
<td>WU</td>
<td>Unofficial Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew Failing</td>
</tr>
</tbody>
</table>

ACADEMIC INTEGRITY POLICY
Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**COLLEGE POLICY ON ABSENCE/LATENESS**

A student may be absent without penalty for 10 percent of the number of scheduled class meetings during the semester as follows:

<table>
<thead>
<tr>
<th>Class meets</th>
<th>Allowable Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 time/week</td>
<td>2 classes</td>
</tr>
<tr>
<td>2 times/week</td>
<td>3 classes</td>
</tr>
<tr>
<td>3 times/week</td>
<td>4 classes</td>
</tr>
</tbody>
</table>

It is the responsibility of the instructor to keep accurate records of every student’s attendance and to inform each class orally and in writing of the applicable attendance policy during the first two weeks of class meetings each semester.

**Excessive Absence**

If a student’s class absences exceed the limit established for a given course or component, the instructor will alert the student that a grade of “WU” may be assigned. If a student remains officially registered for a course and never attends that course, a final grade of “*WN” will be assigned. If the student withdraws officially from the course, he/she will be assigned a grade in accordance with the existing withdrawal policy of the College.

**Appeals**

A student wishing to appeal the excessive absence status and the impending grade should request a meeting with the chairperson of the department in which the course is offered. The chairperson will consult with the instructor to render a decision. A student wishing to appeal a “WU” grade may do so through the Committee on Course and Standards.

**Lateness**

It is the responsibility of the instructor to keep a record of lateness and to inform each class orally and in writing of the lateness policy during the first two weeks of class meetings each semester.

**SAMPLE SEQUENCE OF TOPICS AND TIME ALLOCATIONS**

**Weeks 1, 2, 3**

1. **Urbanization as a Socio-Historical Process**
   - The Rise of the Industrial City
     - Reasons for Industrial Concentration
     - Consequences of Concentration
   - The Human Ecology of the Industrial City
     - Concentric-Zone Theory
     - Sector Theory
     - Multiple-Nuclei Theory
Weeks 3, 4, 5

II. Urban Poverty

Defining and Counting the Poor
Concentration of Poverty in Cities
Understanding Poverty
The Structural Approach
The Cultural Approach

Status of African Americans
Economic Status
Education
Housing Segregation
The New Immigrant Groups

Weeks 5, 6, 7

III. Housing and Urban Decay

Housing Deprivation
Housing Quality
Housing Costs
Government Housing Policies
Assistance to the Non-Poor
Assistance to the Poor
Current Policy Directions

Urban Decay
Causes of Urban Decay
The Consequences of Urban Decay
Policies Addressing Urban Decay

Weeks 7, 8, 9

IV. Transportation

The Contemporary Urban Transportation System: The Automobile
Other Characteristics of Urban Transportation
Multiple Destinations
Increased Travel Distances
Approaching Gridlock?
Evaluating the Urban Transportation System
   The Benefits of Automobile-Based Transportation
   The Costs of Automobile-Based Transportation
Transportation Alternatives
   Traditional Mass Transit
   The Mixed-Systems Approach

Weeks 9, 10, 11
V. Urban Political Systems

Structural Constraints on Urban Government
   Limited Authority
   Fragmentation
   Increasing Capital Mobility
   The Requirements of a Capitalist System
   Economic and Demographic Constraints
Pressures on Urban Governments: The Influence System
   The Informal Power Structure
   The Elite-Pluralist Debate
   More Recent Theories
   Suburban Politics
Policy Trends in Large Cities and Long-Term Implications

Weeks 11, 12, 13
VI. Urban Government: The Delivery of Services

Physical Services
   Air Quality
   Water Supply
   Solid Waste Disposal
   Infrastructure Decay
Social Welfare Services
   General Problems of the System
   Near-Term Prospects
Education
   Educational Finances
   Performance Levels
   The Loss of Legitimacy
   High School Dropouts
   The Community-Control Movement
   Recent Trends
Criminal Justice
   Officially Reported Crime
   White-Collar Crime
   Organized Crime
   Responding to Crime

Weeks 14-15
VII. Urban Problems in Other Societies
Western European Cities
  Similarities to American Cities
  Differences
Japan/Asia
  Similarities to American Cities
  Differences
Eastern Europe
  Similarities to American Cities
  Differences
The Third World
  Causes of Rapid Urbanization
  Special Characteristics and Problems

* may vary slightly per instructor to suit their own needs

Reviewed/revised by: Diana Mincyte, Ph.D.  Date: December, 2015