

# SYLLABUS

GABRIEL AQUINO  
URBAN SOCIOLOGY - SOCI0305

## Description:

Sociological study of urban places, topics include development of cities, historical and crosscultural variations in cities, uses of urban space, and processes by which people create urban environments that in turn affect social behavior and relationships.

Prerequisite: SOCI0101 or permission of instructor.

## Requirements<sup>1</sup>:

1. All assigned readings are to be completed prior to the scheduled class.
2. There will be one paper assignment (20%).
3. Class participation, including discussions, and in class essays is part of your grade (30%).
4. There is also a midterm exam and a final exam (25% each).
5. Proper attendance at the class lectures is expected, and will have an effect on your final grade. **Only three unexcused absences allowed.** A full letter grade will be lost for the fourth unexcused absence **and a fifth will result in a failing grade for the class.**

<b>Grading:</b>	<b>Class Participation</b>	<b>30%</b>
	<b>Paper</b>	<b>20%</b>
	<b>Midterm Exam</b>	<b>25%</b>
	<b>Final Exam</b>	<b>25%</b>
	<b>Do Not Forget About Attendance!</b>	<b>100%</b>

## Required Texts:

Posted on PLATO

## A Note about Written Assignments:

All assignments are due at the beginning of class on the designated day. If you show up late on the day an assignment is due, I will deduct a third-of-a letter grade from your final grade for that particular assignments. Thereafter it will be a third of a letter grade per day. **All assignments, unless otherwise noted, must be typed! No exceptions! Handwritten assignments will not be accepted.** Yes, spelling and grammar count. I reserve the right to deduct points, as much as 20% for poor grammar and proofreading.

**All papers must be handed in 8½" by 11" paper, written using 12 New Times Roman font, with one inch margins all the way around. The papers must be double-spaced with no extra spacing between the paragraphs. Any directly quoted sections that are more than a paragraph (Use the three sentence rule) should have a 1½ margin on the left and right with size 12 fonts and single space. (DO NOT OVER QUOTE); shorter quotes or quotes that are one or two sentences long should be incorporated within the text.**

<sup>1</sup> Read further for a detailed explanation of each requirement.

Please make sure that you are familiar with Westfield State College's Academic Conduct Policies in the College Bulletin. I expect us all to abide by it and to respect intellectual property.

### **Attendance, Participation and Preparation:**

This portion of your grade involves completing all the reading assignments; attending all classes; evidence of thorough participation like bringing completed, thoughtful, timely assignments to class; on-task behaviors; active participation in individual tasks, group activities and discussion; taking notes during video presentations; taking notes and posing questions to guest speakers; demonstrating effective communication skills like listening and speaking in a thoughtful manner, and asking and answering relevant critical questions (in class and in group activities). Note that to achieve excellence in this area, attendance in class and doing all assigned readings is essential, but it does not in any way guarantee or entitle you to an "A". An "A" grade is reserved for work and/or contributions that are deemed truly outstanding in some way. As a result, mere completion of tasks is insufficient grounds to award an outstanding grade. Also, note that I reserve the right to lower your grade for unexcused absences, and **only three unexcused absences allowed**. If you miss a class, you are responsible for obtaining any assignments (including quiz announcements), handouts, class notes, etc., and for finding out what you missed, including the completion of in-class assignments.

### **Tests:**

There will be two essay exams in this class, a midterm and a final. These exams are take-home and must be handed in on time, no extensions will be allowed. You will have until midnight on the day the exam is due to e-mail your exam in. **I will only accept e-mailed attached documents in MS WORD format.**

### **Sociological Imagination and Classroom Discussion/Readings:**

Although the reading is extensive for some weeks, I expect you to come to class prepared to discuss the material without exception. This not only requires that you read the material, but that you also interact with the reading. Failure to do so will be reflected in your participation grade.

I would like to keep the classroom discussion-oriented. **This is only possible if you are willing to stay current with the reading schedule** and if you abide by the conventions of civilized discourse. This does not mean "political correctness" in speech, but it does mean that all points of view must be expressed politely and with due respect for differing opinions of others. Finally, your work should reflect sociology and not simply your own opinions. In other words, did you use your "sociological imagination" and base your conclusions and/or contributions on research, not simply anecdotal evidence? This principle applies to all contributions in this class, written and oral alike.

### **Shared Responsibilities:**

Teaching and learning are reciprocal parts of an interactive process. It is my responsibility to come to class prepared to class, share information with you in an intelligible manner, direct you to resources which help you fulfill your tasks, provide you

with opportunities to meet outside of class, ensure that the classroom is a place where we are free to respectfully acknowledge and express our differences, answer your questions, simulate creative thought, facilitate discussions, evaluate your progress, and return your work in a timely fashion. It is your responsibility to come prepared to class, ask questions, participate in class discussions, think critically, and apply the concepts you will learn in class, be respectful of others and me in the classroom, and finish your assignments on time. If either one of us fails to live up to these standards, this interaction will break down and education becomes more difficult. To maximize your learning, I expect that you will have the reading completed BEFORE class, you will attend class, and you will inform me when you are having difficulty meeting your obligations. Last, I value your comments regarding the development of the course. If you are particularly pleased or dissatisfied with some aspect of this class, I encourage you to speak to me.

**Grade distribution:**

Letter Grade		Number Grade		If a letter grade is assigned this is the number equivalent
A	=	100-93	=	100
A-	=	92-89	=	92
B+	=	88-85	=	88
B	=	84-81	=	84
B-	=	80-77	=	80
C+	=	76-73	=	76
C	=	72-69	=	72
C-	=	68-65	=	68
D+	=	64-61	=	64
D	=	60-57	=	60
D-	=	56-53	=	55 (There is no D- in Westfield State College Grading system, this is equivalent to an F)
F	=	52-0	=	0

**Class Topics:**

An Invitation to Urban Studies.

From Ancient Cities to an Urban World.

The Urban Tradition in Sociology.

Community and the City.

Ethnicity and Minority/Majority Relations in Urban Studies.

Gentrification

Urban Growth and Transitions in the United States.

Poverty, Power, and Crime.

Urban Policy.

A Unified Perspective for Urban Sociology.

**How to tackle the readings:**

1. What is the issue being studied?
2. What does the literature claim about the issue?
3. What does the scholar think they will find?
4. Whom is the scholar studying?
5. What is the research design and methods?
6. What are the findings?
7. What are the scholar's conclusions?
8. Are there weaknesses to the author's conclusions? Why or why not?
9. Is this a major theoretical contribution or a minor one?

## Grading Criteria

*Your papers (as well as your exams) will be graded according to the following criteria:*

### Content

- A- Presenting a main point and using information to support your argument.
- B- Demonstration of your understanding of relevant concepts.
- C- Incorporation of course and outside reading.
- D- Incorporation of original insights.
- E- Responding fully to all questions.
- F- Developing a discussion that incorporates interesting details from multiple sources (personal experience, readings, and/or outside primary or secondary sources).
- G- Demonstrating critical thinking by moving in thought beyond merely summarizing, defining, or reporting to analyzing, synthesizing, evaluating, drawing conclusions, or gaining insight.
- H- Engaging the reader through topic choice, original approach, thorough development, etc.

### Organizational Factors

- ❖ Creating a coherent structure with an effective introduction/body/conclusion.
- ❖ Providing a clear introduction that identifies the topic/main point that establishes your intent in the paper.
- ❖ Using transitions where necessary within paragraphs and to introduce new ideas.
- ❖ Concluding in a way to draw main points together.

### Language Use and Expression

- ❖ Using accurate and mature vocabulary to make the writing clear and appropriate for conveying your main points.
- ❖ Using clear, direct, complete, varied sentence structure (e.g., free of fragments or run-ons).
- ❖ Maintaining consistent verb tense and pronoun reference.
- ❖ Avoiding slang, colloquialisms, clichés, and jargon.
- ❖ Applying grammar and usage according to acceptable standards for writing.
- ❖ Applying correct mechanical skills (spelling, capitalization, punctuation, etc.)

### Elements of Style

- ❖ Paper is typed or neatly word-processed.
- ❖ Paper is proofread and corrected for typos and other errors.
- ❖ Paper is printed on clean paper and stapled.

### An 'A' Essay...

- ♻ Addresses the topic of the assignment fully and explores each aspect thoughtfully.
- ♻ Has a clear and substantial thesis.
- ♻ Shows substantial depth, fullness and complexity of thought.
- ♻ Expresses ideas clearly and commands the reader's attention.
- ♻ Demonstrates clear, unified and coherent organization.

- ↳ Is fully developed and detailed with ideas supported by persuasive reasons and well chosen examples or references to class material.
- ↳ Has a superior style (interesting sentence patterns, smooth transitions between ideas, excellent use of vocabulary).
- ↳ Has few, if any, minor errors in grammar, usage or mechanics.

An 'A-/B+' essay:

- ↳ Strongly addresses and explores each aspect of the assignment.
- ↳ Has a clear thesis explored fully in the essay.
- ↳ Shows some depth and complexity of thought.
- ↳ Expresses ideas clearly and in an interesting manner.
- ↳ Demonstrates effective organization.
- ↳ Is well developed with supporting details and appropriate examples or references to class material.
- ↳ Has an effective style (good sentence patterns, transitions between ideas, accurate use of vocabulary).
- ↳ Has few errors in grammar, usage or mechanics.

A 'B/B-' essay:

- ↳ Addresses and explores each aspect of the assignment in a satisfactory way.
- ↳ Has a clear thesis explored adequately in the essay.
- ↳ Shows clarity of thought, but may treat the topic simplistically or repetitively.
- ↳ Clearly communicates ideas.
- ↳ Is adequately organized.
- ↳ Is developed with sufficient examples, reasoning, or references for most of the ideas.
- ↳ Has an adequate style (some variety in sentence patterns, transitions between most ideas, vocabulary accurate for the most part).
- ↳ Has some errors in grammar, usage or mechanics.

A 'C+/C' essay:

- ↳ Inaccurately responds to or neglects part of the assignment.
- ↳ Has a simplistic thesis that may show limited knowledge of the issues involved in the assignment.
- ↳ Lacks focus or demonstrates confused, stereotyped or simplistic thinking.
- ↳ May not always communicate ideas clearly.
- ↳ Is ineffectively organized.
- ↳ May not provide adequate or appropriate details or references to support generalizations, or may provide details without generalizations.
- ↳ Has stylistic weaknesses (little variety in sentence patterns, few transitions, imprecise vocabulary).
- ↳ Has occasional major errors in grammar, usage or mechanics or frequent minor errors.

A 'C-' essay:

- ↳ Indicates confusion about the assignment or neglects important aspects of the assignment.
- ↳ Has an unclear or confusing thesis which shows little understanding of the assignment or which demonstrates a misinterpretation of the assignment.
- ↳ Demonstrates confused thinking.

- ↳ Often fails to communicate ideas clearly.
- ↳ Has very weak organization.
- ↳ Has very little development of ideas; uses very few examples or references to support points.
- ↳ Has an ineffective style (monotonous or fragmented sentence structure, no transitions, simplistic or inaccurate vocabulary).
- ↳ Has many repeated errors in grammar, usage or mechanics.

An essay containing one or more of the following would be considered unsatisfactory:

- ↳ An indication of an inability to comprehend or to respond meaningfully to the assignment.
- ↳ No thesis or has an incomprehensible thesis.
- ↳ Deliberately off-topic.
- ↳ An inability to communicate ideas clearly.
- ↳ Incoherent organization.
- ↳ Incomplete or inappropriate development of ideas.
- ↳ Incoherent style (difficulties with sentence structure, pattern of vocabulary errors).
- ↳ Pervasive pattern of errors in grammar, usage and mechanics.

## Mid-term Exam

To be written in an essay format. Use the materials from the books. Do not forget to cite; approximately eight (8) to twelve (12) pages.

You are to use the MSA you have already chosen and collect demographic information from either 1990 through 2000 and compare to demographic information available in the 2006 American Community Survey or the 2000 Census (Just get two points in time so that you can make assumptions about demographic trends in your MSA). This information can be obtained from the US census-- <http://www.census.gov/>: Follow the link to American Factfinder page. Go to the decennial census and American Communities Survey to get information for your MSA. Click on *get data*.

1. Remember in the decennial census:
  - i. STF 1 or Summary Tape Files one are 100 percent counts.  
or
  - ii. STF 3 pr Summary Tape Files three  
are based on sampling and have more detail information.
  
2. For the American Community Survey look through several years to see if you MSA is included.

Once you have this data, convert the data into percentages (see the “using excel” document ).

### Questions:

What is the history of your MSA? What are the origins of the city and how has the city changed since its founding? (2 pages)

What are its boundaries? Counties, Central Cities, etc.... (2 pages)

What are some of the significant demographics trends? (3pages)

What are the current demographic trends in the city? (1 page)

What are the most interesting inequalities in the city? (1 page)

How has the city changed since its founding using the history and the demographics you collect? (2 pages)

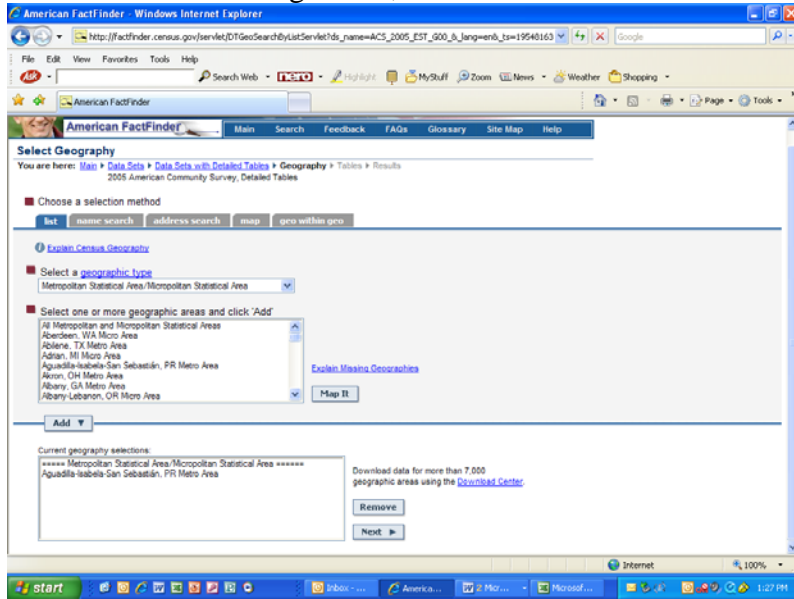
What shape is the city in? (1page)

How is this inequality and change in the MSA explained using the human ecology model? (2 pages)

How is inequality in the MSA explained, using the conflict perspectives? (2 pages)

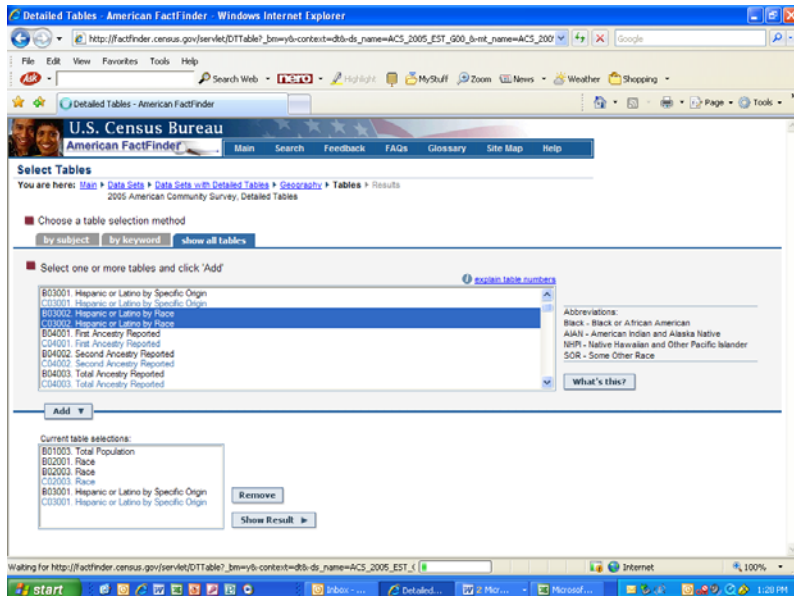
Evaluate the MSA region and give a summary of what you have written above. (1 page)

## American Factfinder: get data; select MSA



The screenshot shows the 'Select Geography' page on the American Factfinder website. The page title is 'Select Geography' and the breadcrumb trail is 'Main > Data Sets > Data Sets with Detailed Tables > Geography > Tables > Results'. The page is for the '2005 American Community Survey, Detailed Tables'. Under 'Choose a selection method', the 'list' tab is selected. The 'Select a geographic type' dropdown is set to 'Metropolitan Statistical Area-Metropolitan Statistical Area'. The 'Select one or more geographic areas and click "Add"' section shows a list of Metropolitan Statistical Areas, including 'All Metropolitan and Metropolitan Statistical Areas', 'Aberdeen, WA Metro Area', 'Arlene, TX Metro Area', 'Adrian, MI Metro Area', 'Aguadilla-Isabela-San Sebastián, PR Metro Area', 'Akron, OH Metro Area', and 'Albany, GA Metro Area'. The 'Add' button is highlighted. The 'Current geography selections' section shows 'Metropolitan Statistical Area-Metropolitan Statistical Area \*\*\*\*\*' and 'Aguadilla-Isabela-San Sebastián, PR Metro Area'. There are 'Remove' and 'Next' buttons.

## Choose data wanted



The screenshot shows the 'Select Tables' page on the American Factfinder website. The page title is 'Select Tables' and the breadcrumb trail is 'Main > Data Sets > Data Sets with Detailed Tables > Geography > Tables > Results'. The page is for the '2005 American Community Survey, Detailed Tables'. Under 'Choose a table selection method', the 'by subject' tab is selected. The 'Select one or more tables and click "Add"' section shows a list of tables, including 'B03001 Hispanic or Latino by Specific Origin', 'C03001 Hispanic or Latino by Race', 'B04001 First Ancestry Reported', 'C04001 First Ancestry Reported', 'B04002 Second Ancestry Reported', 'C04002 Second Ancestry Reported', 'B04003 Total Ancestry Reported', and 'C04003 Total Ancestry Reported'. The 'Add' button is highlighted. The 'Current table selections' section shows 'B01003 Total Population', 'B02001 Race', 'B02003 Race', 'C03003 Race', and 'B03001 Hispanic or Latino by Specific Origin'. There are 'Remove' and 'Show Result' buttons.

Highlight table copy and paste to excel

Detailed Tables - American FactFinder - Windows Internet Explorer

http://factfinder.census.gov/servlet/DetailedTable?\_lang=en&\_context=ds-ds\_name=ACS\_2005\_EST\_G00\_&\_ent\_name=ACS\_2005

**B02001. HISPANIC OR LATINO ORIGIN BY SPECIFIC ORIGIN - Universe: TOTAL POPULATION**  
 Data Set: 2005 American Community Survey  
 Survey: 2005 Puerto Rico Community Survey

NOTE: Data for the following geographic area(s) cannot be displayed because the number of sample cases is too small.  
 Geography: Aguadilla-Isabela-San Sebastián, PR Metro Area

**C03001. HISPANIC OR LATINO ORIGIN BY SPECIFIC ORIGIN - Universe: TOTAL POPULATION**  
 Data Set: 2005 American Community Survey  
 Survey: 2005 Puerto Rico Community Survey

NOTE: Data are limited to the household population and exclude the population living in institutions, college dormitories, and other group quarters. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [Survey Methods](#).

	Estimate	Margin of Error
Total	329,274	+/-3,290
Not Hispanic or Latino	4,772	+/-985
Hispanic or Latino	324,502	+/-3,199
Mexican	1,079	+/-233
Puerto Rican	319,682	+/-3,594
Cuban	159	+/-177
Dominican (Dominican Republic)	896	+/-627
Central American	177	+/-283
South American	610	+/-521
Other Hispanic or Latino	1,819	+/-777

Source: U.S. Census Bureau, 2005 American Community Survey

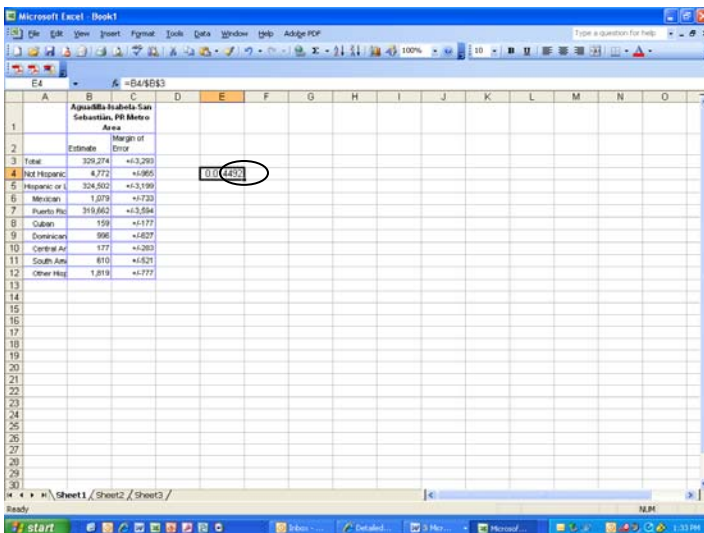
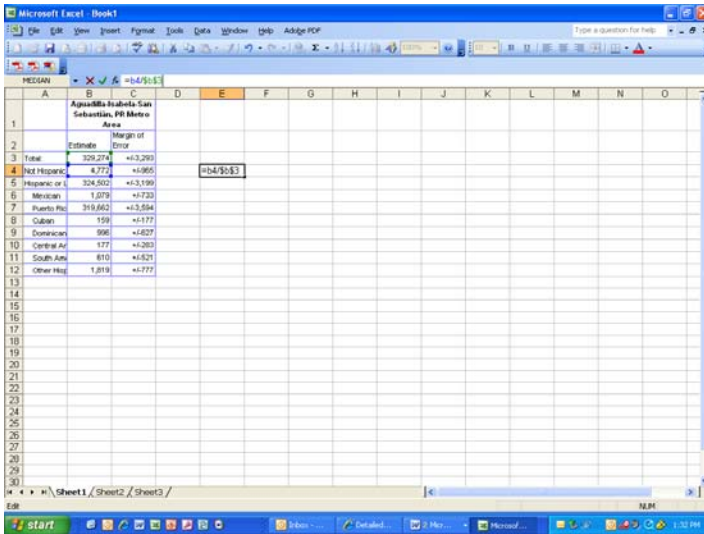
Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1		Aguadilla-Isabela-San Sebastián, PR Metro Area													
2		Estimate	Margin of Error												
3	Total	329,274	+/-3,290												
4	Not Hispanic	4,772	+/-985												
5	Hispanic or L	324,502	+/-3,199												
6	Mexican	1,079	+/-233												
7	Puerto Ric	319,682	+/-3,594												
8	Cuban	159	+/-177												
9	Dominican	896	+/-627												
10	Central Am	177	+/-283												
11	South Am	610	+/-521												
12	Other Hisp	1,819	+/-777												

Write the following formula to get the percentages.

=(cell where the category you want a percent is located) 'b4' (followed by the division symbol) '/' (then enter the cell of the total for the group you want to take the percent from, the reference group) b3 (press enter). If you want to calculate other percentages in the same column using the same reference group, then you can add \$ symbols in front of the cell you which to be used again.

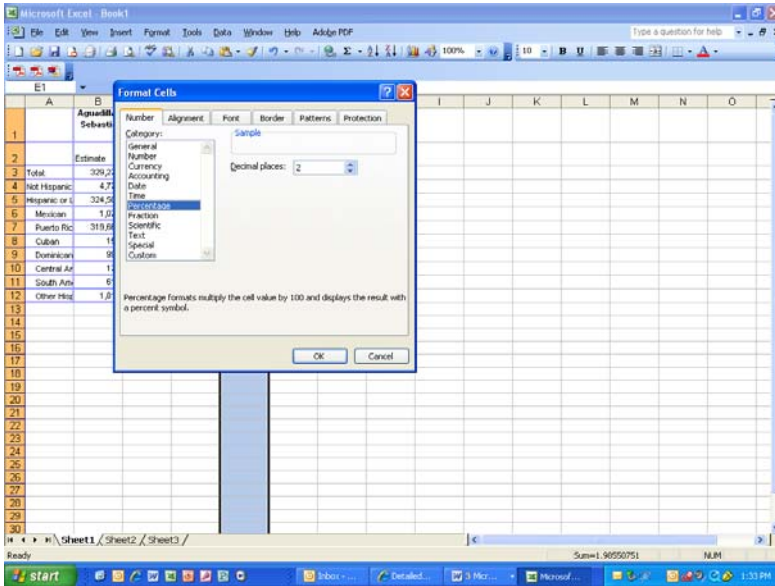
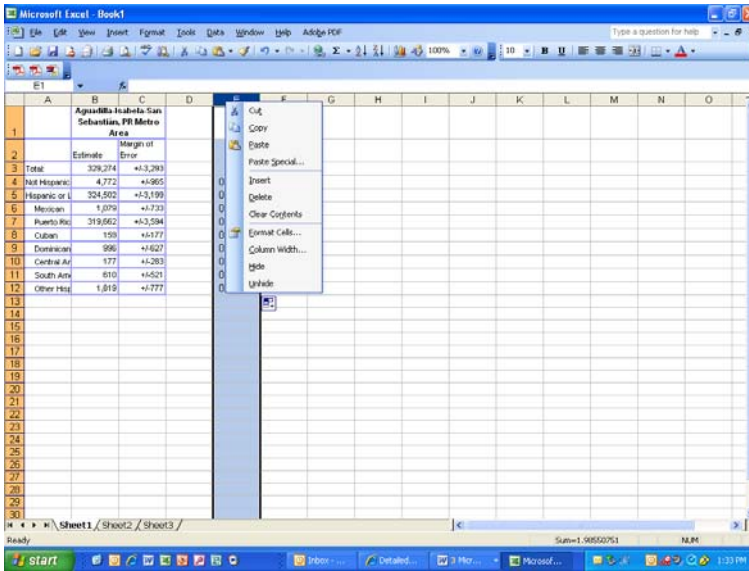


To repeat the formula across the other rows, move the cursor to the bottom right corner of the box. A small plus sign will appear +, click and drag the cursor down to the desired end cell. See below:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1		Agua de Inabola San Sebastian, PR Metro Area													
2		Estimate	Margin of Error												
3	Total	329,274	+/-3,293												
4	Not Hispanic	4,272	+/-965		0.014492										
5	Hispanic or L	324,902	+/-3,199												
6	Mexican	1,879	+/-733												
7	Puerto Ric	219,862	+/-3,694												
8	Cuban	159	+/-177												
9	Dominican	996	+/-627												
10	Central Am	177	+/-203												
11	South Am	610	+/-521												
12	Other Hisp	1,819	+/-777												

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1		Agua de Inabola San Sebastian, PR Metro Area													
2		Estimate	Margin of Error												
3	Total	329,274	+/-3,293												
4	Not Hispanic	4,272	+/-965		0.014492										
5	Hispanic or L	324,902	+/-3,199		0.989508										
6	Mexican	1,879	+/-733		0.003277										
7	Puerto Ric	219,862	+/-3,694		0.970809										
8	Cuban	159	+/-177		0.000493										
9	Dominican	996	+/-627		0.000326										
10	Central Am	177	+/-203		0.000938										
11	South Am	610	+/-521		0.001953										
12	Other Hisp	1,819	+/-777		0.005524										

For percentages, highlight the column by clicking on the letter above, right click with your mouse, choose format cell, change to percent and then lick on 'ok.' See below.



Microsoft Excel - Book1

File Edit View Insert Format Tools Data Window Help Adobe PDF

Type a question for help

10 B U

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1		Aguadilla-Isabela-San Sebastián, PR Metro Area													
2		Estimate	Margin of Error												
3	Total	329,274	+/-3,293												
4	Not Hispanic	4,772	+/-965		1.45%										
5	Hispanic or L	324,502	+/-3,199		98.55%										
6	Mexican	1,079	+/-733		0.33%										
7	Puerto Ric	319,662	+/-3,594		97.08%										
8	Cuban	159	+/-177		0.05%										
9	Dominican	996	+/-627		0.30%										
10	Central Ar	177	+/-283		0.05%										
11	South Am	610	+/-521		0.19%										
12	Other Hisp	1,819	+/-777		0.55%										
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Sheet1 / Sheet2 / Sheet3

Ready NUM

start

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## Final & Paper

The following is the link that will take you to the data on segregation and the state of the city:

<http://mumford.albany.edu/census/data.html>

- 1) How is your city segregated? (1-2 pages)
  - a) How has segregation changed? (1 page)
  - b) What is the impact of segregation in the city? (2 pages)
- 2) What are the rates of homeownerships and renters? (1-2 pages)
- 3) What are the differences between the suburbs and the central cities and what are the significance of these differences? (2 pages)
- 4) What is the political organization of your city? How does this shape the character of your city? Consider the following issues in answering this question: Development, Class, Gender, Race, Businesses, real estate. What are the contemporary political issues in your city? (3-5 pages)
- 5) Using Newspaper searches, urban development organizations or community development organizations, how is your city gentrified? Who is gentrifying your city and how is this gentrification changing your city? (3-5 pages)
- 6) Maps
  - a) Add your map of the city mark how the city is distributed or the zones in your city.
  - b) Include a map that marks development in your city. For example Malls, Industrial parks, Landfills, etc.... Look for patterns in underdevelopment and development.
  - c) Write up a summary of the two maps. (2-4 pages)
- 7) Write a conclusion that summarizes your paper. (2 pages)

In order to get full credit for the final you have to integrate your midterm exam with the final as one paper. Your final product should be between 20-30 pages. The following is a strongly suggested approach to integrating both papers:

- I. Introduction
- II. History of City
- III. Demography
- IV. Map of the city and the analysis
- V. Economics of the City
- VI. Political organization
- VII. Inequality
- VIII. Segregation
- IX. Gentrification
- X. Urban Development—Economic Development project or Economic Development Zones
- XI. Urban Ecology analysis
- XII. Conflict analysis
- XIII. Conclusion