SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE NAME: Urban Sociology
COURSE NUMBER: SOSC-0207
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE(S): (SOSC-0107) Sociology or consent of the instructor

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:

Although humans have only been living in cities for approximately 5,500 years out of our total history, city living has become the norm. In relation to our own society, urbanism has become the American way of life. For the majority of people in America, life will be spent in an urban area. Those rural living environments which remain today are tied to urban areas, culturally, politically and economically. Thus, regardless of where one lives or what occupation one follows the city must be taken into account. Development of the modern city and its functions are emphasized. The influence of urban life on personality, social programs, and social interaction are studied.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will
be selected to best meet student needs.

COURSE OUTLINE:

What follows is a general outline of the course structure. This may have to be modified as the semester progresses.

I. The History and Development of Cities/The Urban Form.

II. The Urban Form/United States

III. How We View Urban Sociology

IV. Urban Life Forms

V. World Urbanization

EXPECTED LEARNER OUTCOMES:

A. The student will be able to discuss the “New Urban Approach” to understanding urban sociology.
B. The student will be able to define the “Metropolitan” region as a unique development in space.
C. The student will be able to examine the “socio-spatial” approach and how it helps us understand urban development.
D. The student will be able to define the concept of “multi-nucleation” and its differences with cities of the past.
E. The student will be able to review the origins of urbanization and the theories that explain the rise of cities.
F. The student will be able to discuss the comparative global view of urbanization.
G. The student will be able to discuss the role of culture and political power in the development of urban arenas.
H. The student will be able to describe how the rise of the industrial city was linked to the development of capitalism.
I. The student will be able to discuss the factor of “privatism” in the development and maintenance of urban spaces.
J. The student will be able to discuss the features of urbanism that are most characteristic of the U.S.
K. The student will be able to examine the factor that aided urban expansion in the U.S.
L. The student will be able to understand the impact of population shifts on cities and their development.
M. The student will be able to describe the demographic changes that came with the 20th century urban development in the U.S.
N. The student will be able to discuss the development of suburbs and how they have changed
The student will be able to discuss selected perspectives, which seek to explain urban life.

The student will be able to examine the impact of the global economic system on the current development of and in urban arenas.

The student will be able to review several urban social movements.

The student will be able to review several global urban developments and how this development may be affecting traditional roles etc., particularly in what is called the third world.

The student will be able to describe why public intervention in urban growth might be important.

The student will be able to review and discuss some of the recent federal urban policies and their consequences.

COURSE COMPETENCIES:

The student will be able to discuss the “New Urban Approach” to understanding urban sociology.

1. The student will be able to explain the concept of “multi-nucleation” and its differences with cities of the past.

The student will be able to define the “Metropolitan” region as a unique development in space.

2. The student will be able to define the “New Urban Approach” to the study of urban sociology.

The student will be able to examine the “socio-spatial” approach and how it helps us understand urban development.

3. The student will be able to distinguish the metropolitan region from their urban development.

The student will be able to define the concept of “multi-nucleation” and its differences with cities of the past.

4. The student will be able to explain the socio-spatial approach to understanding urban development.

The student will be able to review the origins of urbanization and the theories that explain the rise of cities.

5. The student will be able to sketch the origins of urbanization and the theories that explain the rise of cities.

6. The student will be able to explain the difference between gemeinschaft and gesselschaft.
7. The student will be able to describe community in the 18th century and how it appears to differ from community in the 19th century.

8. The student will be able to describe how the study of urban sociology fits within the discipline of sociology.

The student will be able to discuss the comparative global view of urbanization.

9. The student will develop an understanding of, and be able to articulate the different views of urbanization around the world.

The student will be able to discuss the role of culture and political power in the development of urban arenas.

10. The student will be able to describe the role of culture and political power in development of urban arenas.

The student will be able to discuss how the rise of the industrial city was linked to the development of capitalism.

11. The student will be able to demonstrate how the rise of the industrial city was linked to the development of capitalism.

The student will be able to discuss the factor of “privatism” in the development and maintenance of urban spaces.

12. The student will be able to describe the role of privatism in the development and maintenance of urban spaces.

The student will be able to discuss the features of urbanism that are most characteristic of the U.S.

13. The student will be able to describe the features of urbanism that are most characteristic of the U.S.

14. The student will be able to explain “edge cities”.

The student will be able to examine the factor that aided urban expansion in the U.S.

15. The student will be able to examine the factors that aided urban expansion in the U.S.

16. The student will be able to discuss urban development in the United States.

The student will be able to understand the impact of population shifts on cities and their development.
17. The student will be able to explain the impact of population shifts on cities.

The student will be able to describe the demographic changes that came with the 20th century urban development in the U.S.

18. The student will be able to describe the demographic changes that came with the 20th century urban development in the U.S.

19. The student will be able to distinguish between various “push” and “pull” factors in urban/suburban development.

20. The student will be able to discuss some of the newer approaches to “open space” in urban design

The student will be able to discuss the development of suburbs and how they have changed since the 1960s.

21. The student will be able to explain the development of suburbs and how they have changed since the 1960’s.

The student will be able to discuss selected perspectives, which seek to explain urban life.

22. The student will be able to discuss selected perspectives used to explain urban life.

The student will be able to examine the impact of the global economic system on the current development of and in urban arenas.

23. The student will be able to describe the global economic system and its impact on current urban developments.

The student will be able to review several urban social movements.

24. The student will be able to compare the impact on urbanism of several urban social movements.

The student will be able to review several global urban developments and how this development may be affecting traditional roles etc., particularly in what is called the third world.

25. The student will be able to list an estimate the impact of global urbanism on traditional roles, especially in developing countries.

The student will be able to describe why public intervention in urban growth might be important.
26. The student will be able to describe how federal government policies (urban) and their impact on cities or urban areas.

27. The student will be able to explain several factors of urban/suburban growth in his/her metro area.

28. The student will be able to project and list the types of urban problems to be dealt with in the 21st century.

29. The student will be able to explain the impact of suburbanization on the people who live there.

The student will be able to review and discuss some of the recent federal urban policies and their consequences.

30. The student will be able to question several ideas discussed in this course.

ASSESSMENT OF LEARNER OUTCOMES:
1. Periodic quizzes.
2. Three-six written examinations.
3. Students in-class participation.
4. Possible semester topic paper or project.
5. Evaluation of individual/small group projects.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
**Personal and interpersonal Skills Learning Outcomes**

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college's