

SOCI 4013 – The City

Professor	Dr. Patricia Snell Herzog	Class Times	TBD
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Office	218 Old Main Building 479.575.3779	O-Hours	TBD or by appointment

Course Description:

This course examines the social role of cities. The majority of the world's population now lives in cities, but what is a city and what are its roles? Students will read urban and community theorists, review empirical evidence, and work together to collect data in urban labs. These investigations will ask and seek to answer: How do we best understand the growing phenomenon of urbanization? What social impacts do cities have? What social problems result in cities? What social benefits do cities have, and how can cities be resilient? What is a creative city, and how can cities attract innovative talent for the new, global economy?

Objectives:

Students graduating in today's global economy need to be prepared to live in, or at the very least work with people living in, city environments. This course will engage students in reading urban and community theorists, reviewing empirical evidence, and working together to collect data in urban labs around the city of Fayetteville. In addition to learning concepts covered in readings, class discussions, and urban labs, this course is designed to encourage students to learn practical information about themselves and their cities by employing a sociological perspective on social contexts to better analyze the social impacts of cities.

Goals:

This class centers on the essentials of critical thinking: (1) the ability to shift in and out of multiple perspectives and glean knowledge from each perspective; (2) the ability to apply knowledge gleaned from each perspective; (3) the ability to hear and be respectful of diverse viewpoints; (4) the ability to gather and work with different sources of knowledge and information, and (5) the ability to avoid engaging in distractive, non-scholarly activities in the classroom.

Education is an important cornerstone of empowerment, and applying knowledge in the critical evaluation of our taken-for-granted experiences is the key to greater awareness and insight. To this end, class discussion will center on the application of learning materials to better understanding important social issues. This class is a journey of doing sociology by applying a theoretical perspective in the analysis of social life—what social forces are at work? What's the history of the issue? How do social factors such as race and class affect the subject matter?

Required Readings:

The required text for the course is:

- Lin, Jan and Christopher Mele (eds.). 2005. *The Urban Sociology Reader*, 2nd edition. Routledge Press.
- Additional readings posted to Blackboard

Students are expected to complete the readings prior to the class period in which it is discussed. A schedule of course readings will be distributed at the beginning of the semester.

Assignments & Exams:

1. Discussion and Class Participation: Quality (not quantity) class participation makes the class richer and is essential to active learning. Students are expected to show up on time, turn off cell phones, and in general, engage in forward-thinking scholarly activities. Please come to class ready to participate in the learning process. **Students are expected to come to class prepared to discuss their thoughts, ideas, and questions with the class.** Students absent from classes are responsible to get handouts, lecture notes, or discussion materials from any missed classes. *Participation is worth 10% of the final grade.*

2. Reading Reflections: To ensure progression through the course readings and provide opportunities for critical reflection, students will be required to turn in short reading reflections. **Reading reflections need to be uploaded to Blackboard by 3pm the day before the reading is covered in class.** To receive full credit, reflections need to be a minimum of a half page and no more than one page (12pt Times New Roman font, single spaced, no extra space before or after lines, 1 inch margins) and should coherently present student reflections, thoughts, questions, curiosities, and/or critiques on the reading. *Reading reflections are worth 20% of the final grade.*

3. Urban Lab Reflections: In addition to course discussions, students are expected to go "in the field" in research teams to collect data on the city. Some of the regularly scheduled course time will be devoted to these urban labs, and students will be required to submit short weekly lab reflections. **Urban lab reflections need to be uploaded to Blackboard by 3pm every Friday.** To receive full credit, reflections need to be a minimum of a half page and no more than one page (12pt Times New Roman font, single spaced, no extra space before or after lines, 1 inch margins) and should coherently present student reflections, thoughts, questions, curiosities, critiques on the city. *Urban lab reflections are worth 20% of the final grade.*

4. Exam: There will be one exam in this course, a final. The exam will cover materials from class discussions and assigned readings throughout the course. **The exam will be short answer and essay questions.** *The final exam is worth 30% of the final grade.*

5. Visuals & Paper: The paper is designed to (a) provide a fun and engaging way to grapple with an urban issue of personal interest and (b) help students improve their professional writing and analytical skills. The paper will require integration of the assigned readings, lectures, discussions, and data collection with visual representations of cities, including maps and an artistic representation of city life. Instructions on this will be distributed later in the semester and should be referred to as syllabus guidelines. *The visuals/paper is worth 20% of the final grade.*

6. Extra Credit: There will be a number of extra credit opportunities throughout the semester on the readings, material, and discussions covered. **Students regularly present in class will be doubly rewarded for their participation by benefiting from these extra credit opportunities.** *Extra credit earned will add percentage points directly to the final grade.*

Mutual Expectations and Feedback

We should strive to adhere to the following expectations. This is mutual, so we are all accountable for these. Please feel free to provide feedback to me (via email, phone, or in person) if your expectations are not being met. I encourage and greatly value your constructive feedback. Likewise, I expect students to learn from class feedback.

We should all strive for:

- Enthusiasm for the course material and discussions
 - Dedication to learn and master course concepts
 - Time management skills that lead to successful preparation and progression
 - Motivation to work hard and always put best foot forward
 - Accountability in leading your educational career
 - Honesty and integrity in allowing your own work to be judged for what it is
- *High standards for excellence in all we do*

Class Communication

Students are encouraged to approach me before or after class, through posted office hours, by email, or to schedule an appointment. I am always willing to discuss any questions, concerns, thoughts, reflections related to the class or sociology in general.

Class E-Communication

During the semester, class communication will occur via Blackboard and email.

Students are required to regularly check Blackboard and their email for class announcements. Any changes, requests, required assignments, etc. that the professor sends out by Blackboard or email are considered part of class requirements, and no excuses will be given for having failed to check or receive class announcements. It is the student's responsibility to make sure that they receive e-mail sent using Blackboard.

Grading & Evaluation Procedures

All grades will be posted on Blackboard according to the following course breakdown:

- Class Participation = 10%
- Reading Reflections = 20%
- Urban Lab Reflections = 20%
- Exams (15%+15%) = 30%
- Visuals/Paper = 20%
- In-Class Opportunities = Extra Credit*

*Random in-class extra credit opportunities will occur throughout the semester. The key to earning these points is coming to class and reading ahead of time. Thus, students regularly coming to class and reading will be doubly rewarded for their participation.

A	90-100
B	80-89.49
C	70-79.49
D	60-69.49
F	0-59.49

Grades are calculated according to the table to the left.

Grades are not rounded until the final course grade. Course grades will be rounded as the following: .5 and above will round up while .49 and below will round down.

THERE WILL BE NO EXCEPTIONS TO THIS RULE.

If you email at the end of the semester asking for a grade change, I won't be able to help you. If you are concerned about your grade, PLEASE talk to me BEFORE the end.

If you are struggling:

If at any point during the semester you become concerned about your progress in the class (i.e. your grade), please come and talk with me. One caveat to that is that it is not fair to me and your other classmates to wait until the last week to raise grade concerns. It is simply too late at that point for us to do anything about it. Let me be perfectly clear about that – coming to me at the end of the semester to tell me a list of reasons why I should change your grade is not appropriate. But I welcome the opportunity to talk with you any time before the end of the semester to consider together the ways we can enhance your experience in this class. I am here to help you learn!

Missed Exam Make-Up Policy

Students who **miss a test will receive a zero**, with no opportunity for make-up work, unless one of the following conditions has been met:

A. The absence was **APPROVED IN ADVANCE** by the instructor. This will only occur in rare situations involving sickness, required participation in official University events, or extenuating circumstances. Approved absence will be those outlined in the University of Arkansas handbook. **In the event of illness, the excuse must be signed by a physician or nurse (not a receptionist). Excuses with boxes checked that indicate a student was seen in, for example, the University Health Center, do not indicate that the student was too ill to participate in the exam and are not sufficient. Copies of excuses will not be accepted. You must provide the original excuse.** Excuses must be presented in person within one week of the missed exam. Medical excuses WILL be checked. The penalty for a falsified excuse is determined by the Academic Honesty Committee, and may result in receiving an "F" in the course and suspension from school for a semester. Lack of preparation for an exam is not a valid excuse and students should not be tempted to "fake" a doctor's excuse due to lack of preparation. The penalty for this is severe and could affect you for the rest of your career. **STUDENTS WHO FAIL TO GET APPROVAL IN ADVANCE FOR ABSENCES OF THIS TYPE WILL FORFEIT ANY OPPORTUNITY FOR MAKE-UP WORK.**

B. The absence was due to a **LEGITIMATE EMERGENCY FOR WHICH IT WAS NOT POSSIBLE TO OBTAIN ADVANCED APPROVAL**. In this situation, the student must contact the instructor as soon as possible and must provide documentation that: (1) the emergency was legitimate; AND (2) advanced notification/approval was not possible. **STUDENTS WHO FAIL TO MEET REQUIREMENTS (1) AND (2) WILL FORFEIT ANY OPPORTUNITY FOR MAKE-UP WORK.**

Students who miss a major test and have satisfied one of the above conditions will be allowed the opportunity for a make-up test.

Classroom Behavior

Appropriate classroom behavior is expected of both the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Please respect fellow classmates and the instructor by turning off cell phones and other electronic distractions before entering class. It is not possible to learn and text at the same time. Students may use laptops to take notes, but NOT to check email, social networking sites, or to surf the web. Non-class laptop activity often distracts others who are trying to learn, so be respectful of classmates by being electronically responsible. *Electronics may be banned at any time if they become a class distraction.*

Academic Honesty

As commonly defined, academic dishonesty consists of passing off as another's ideas, work, writing, exam responses, etc., as your own. Violations include, but are not limited to, cheating on exams, having unauthorized possession of an exam, and submitting the work of another person as your own (aka, plagiarism). Cheating on exams is an academic crime. Don't do it. If you cheat, you lessen the value of your own degree, and that of all your classmates. Value your education by respecting yourself and your peers enough to let your work stand on its own. Act with integrity in this class and throughout your academic career. Any student acting with academic dishonesty will be failed for that assignment and reported to the Dean. This can result in a note on the student's academic record and potential expulsion.

Students are required to comply with all University policies regarding scholastic dishonesty (<http://provost.uark.edu/academicintegrity/245.php>) and other issues outlined in the official student rules. As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)' at honesty.uark.edu. When in doubt about what constitutes academic dishonesty, please ask! Ignorance of this policy is not an excuse for noncompliance.

Inclement Weather Policy

Unless otherwise noted in the syllabus, we will have class if the University is open. Students need to keep their information updated in the RazorAlert system to receive official University notifications of closures and delays. In the event of a closure or delay, a Blackboard announcement will be posted about the implications for any necessary changes to the syllabus, assignments, and so forth. Students are required to read these announcements thoroughly in order to be prepared for any resulting changes to the future class schedule, make up any material made available online, and otherwise continue to keep up with the course content.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- CALL- 9-1-1
- AVOID-If possible, self-evacuate to a safe area outside the building. Follow police officer directions.
- DENY-Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police that it is safe.
- DEFEND-Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Americans with Disabilities Policy

The American Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities be guaranteed a learning environment that provides for reasonable accommodation. All services, programs, and activities at the University are accessible to students with disabilities. If you have a disability that interferes with your potential success in this course, please inform the instructor during the first week of class so special arrangements can be made. To receive special services, you must be registered with the Center for Students with Disabilities: <http://cea.uark.edu/>.

Other Assistance

If you develop any worries, confusion, frustrations, logistical difficulties, or other problems related to this course, please, please, please come talk me in time to take constructive action. Feel free to send me an email at any time, and I am also happy to set up times to meet in person either during my scheduled office hours or by appointment.

At some point during college, students often encounter some psychological and personal well-being issues. These can present major distractions from academics, so students are responsible for seeking assistance needed to retain focus in/ outside the classroom. The University of Arkansas has a Counseling and Psychological Services Center: <http://health.uark.edu/caps.php> that can help with an array of student issues.

Syllabus Content, Schedule Changes, and Copyrights

The syllabus schedule and content may change at the discretion of the instructor. Such changes will be announced in class. Unless otherwise noted, students are held to all requirements and expectations stated in this syllabus. Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may only be downloaded or photocopied for personal use by students for the purposes of this class.