

# Spring 2026

## Urban Sociology/SOCI 3300/Section 400

(8-week I Session: January 12 – March 6)

### Instructor Information

#### Professor:

Dr. Allison Suppan Helmuth (she/her)

[allison.helmuth@unt.edu](mailto:allison.helmuth@unt.edu)

Office Location: 288 Sycamore Hall

Office Hours: Thursdays, 1-3pm via Zoom (or in-person by appointment)

Zoom room (link also provided on Canvas): <https://unt.zoom.us/j/8693152607>

#### Teaching Assistant:

Khoi Tran (they/them)

[Khoi.Tran@unt.edu](mailto:Khoi.Tran@unt.edu)

Office Hours: Mondays and Tuesdays, 1-2 pm via Zoom (or in-person by appointment)

Zoom room: <https://unt.zoom.us/j/4408443885>

### Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

### Important Dates and Times

Course Start	Monday, January 12 <sup>th</sup>
Quizzes	Due each week before midnight (11:59 p.m.) on Thursdays and Sundays
Discussions	Due each week before midnight (11:59 p.m.) on Thursdays and Sundays
Course Midpoint	February 6 <sup>th</sup>
Two-Part Paper	Part One is due before midnight (11:59 p.m.) on Thurs, Jan 29. Part Two is due before midnight (11:59 p.m.) on Friday, March 6 <sup>th</sup> .
Spring Break	No Classes March 9-15 <sup>th</sup>
Pre-Finals Days	NA
Last Class Meeting	March 5 <sup>th</sup>
Reading Day	NA
Final Exams	March 6 <sup>th</sup>
Grade Submitted	March 9 <sup>th</sup>

### Course Description

This course focuses on the rise of the modern city, trends in urbanization and suburbanization in the U.S. and globally, and urban social problems. The course also covers topics such as homelessness; gentrification; and urban social policy such as urban renewal and public housing. This asynchronous, online course was designed by Karen Monique Gregg at University of North Texas.

Prerequisite? None.

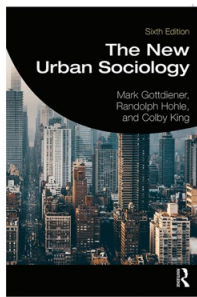
Advised for students planning sociology graduate work.

## Course Objectives

Upon successful completion of this course, learners will be able to:

1. Understand their own experiences of cities and urban social life and how cities and urban social environments are depicted in society.
2. Remember terms, concepts, research, and theories related to the sociological study of urban life.
3. Apply a sociospatial perspective to a social problem related to urban life and offer original solutions based on research.

## Required Materials



- The required book for the course has been ordered from the Barnes & Noble Book Store on Campus:
  - *The New Urban Sociology* by Mark Gottdiener, Randolph Hohle, and Colby King. 6<sup>th</sup> Ed. ISBN 978-0-367-19972-2
- Students are also required to acquire a minimum of two scholarly, peer-reviewed, journal articles using the UNT Library System to read and use in the course paper.

## How to Succeed in this Course

To succeed in this course students should acquire and begin reading the Gottdiener text starting Week One, Day One of the semester. No students will be excused from assignments because they do not have the book to start the course.

## Course Structure

This course is 100% online. Students are expected to log into Canvas frequently, read announcements, and stay tuned to the Tentative Course Schedule (below) which tells you what should happen each week. You should know that this course will consist of quizzes, discussions, and a two-part paper assignment.

## Communications

If you have a question, please contact the professor or teaching assistant using the Inbox in Canvas, or via email, and we will respond within 48 hours on weekdays (usually sooner). We are not typically able to respond on weekends.

Normally, we will return feedback on all written assignments within one week of the due date. However, if we will not be able to return your feedback that quickly, we will post an Announcement to let everyone know when it can be expected.

## Course Assignments and Values

Description	Points / Percent
<b>Syllabus Quiz</b>	100 Pts / 5%
<b>Weekly Chapter Quizzes</b> <ul style="list-style-type: none"> <li>There are 13 numbered chapters plus a Conclusion to the text (14 total).</li> <li>Each chapter and Conclusion have a corresponding quiz.</li> <li>Students are permitted to miss 2 quizzes with no penalty.</li> <li>If a student takes all 14 quizzes, the 2 lowest scores will be dropped at the end of the semester.</li> <li>Each quiz is worth up to 50 points.</li> <li>50 X 12 = 600 Points</li> </ul>	600 Pts / 30%
<b>Weekly Chapter Discussions</b> <ul style="list-style-type: none"> <li>Each chapter and Conclusion have a corresponding discussion to complete.</li> <li>Students are permitted to miss 4 discussions with no penalty.</li> <li>If a student participates in all 14 discussions, the 4 lowest scores will be dropped at the end of the semester.</li> <li>Each discussion is worth up to 100 points.</li> <li>100 X 10 = 1000 Points</li> </ul>	1000 Pts / 50%
<b>Two-Part Paper</b> <ul style="list-style-type: none"> <li>Part 1 – Paper topic and Introduction worth up to 100 Points.</li> <li>Part 2 – Final paper with original solutions (2-3 pages) worth up to 200 Points.</li> </ul>	300 Pts / 15%
<b>TOTAL</b>	2000 Pts / 100%

## Grading Scale

- 89.5-100% of 2000 points = A
- 79.5-89.4% of 2000 points = B
- 69.5-79.4% of 2000 points = C
- 59.5-69.4% of 2000 points = D
- 59.4% or less of 2000 points = F

## Course Prerequisites or Other Restrictions

There are no prerequisites for the course, but you are expected to be familiar with Canvas using tools such as quizzes and discussions. Additionally, to be successful in this course you will need to:

- Cite sources in your writing, giving credit to where you obtain information.
- Network with others and utilize tact when offered differing perspectives in the course discussions.
- Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

## Course Technology & Skills

### Technical Requirements and Skills

Here is a list of the minimum technology requirements for students for this course:

- Working computer and reliable internet access
  - If your Internet is out or if your personal computer has an issue, you are expected to use the computer clusters on campus to complete your work.
  - If it is not possible to go to campus, please find another working computer with reliable Internet access to complete your work.
- Microsoft Office Suite
- Uploads to Canvas have been set to only accept .pdf .doc .docx files.
  - If the professor or TA cannot open your document, you will be awarded a zero and you should contact them as soon as possible to discuss. If after one week, you have not contacted the professor or TA, the zero will stand.
- Note that Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

### Statement on Generative AI

Generative AI tools (such as ChatGPT) are those that use artificial intelligence to generate entirely new, original content. While there are many good reasons to use generative AI in other contexts, a primary objective of this course is to develop your individual mastery of concepts without the use of generative AI. For that reason, any use of generative AI is prohibited on writing assignments (such as discussion posts and papers) in this course during any stage of the writing (including brainstorming, outlining, and drafting). By submitting a writing assignment, you attest that you are the only and original author. AI tools are also not permitted for use during quizzes. Instead, quizzes will be open-book so you may reference your written notes and reading materials as you develop a mastery of the core concepts of the course.

### Rules of Engagement

Here are some general guidelines for the way students are expected to interact with each other and with their instructor and TA in class sessions and online:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk”. This is not permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

## Assignments and Technical Issues

All assignments should be submitted by the indicated dates and times embedded in the syllabus. There will be no extensions, except in cases of documented emergencies.

- In the event of a legitimate emergency, students should contact the instructor via the Inbox in Canvas to discuss their situation **PRIOR TO** missing an assignment. When students do this, the instructor routinely grants extensions.
- In the event your emergency is very serious, you are encouraged to contact the Dean of Students so that you receive a blanket excuse from the University for your work in all classes.
  - Caitlin Edgar, M.S., Student Services Coordinator, Dean of Students Office, [Caitlin.edgar@unt.edu](mailto:Caitlin.edgar@unt.edu), 940-565-2648.

Students are responsible for knowing the Canvas environment. This means that students are responsible for their own training in Canvas. Technical problems with Canvas software are to be directed to the **Help Desk**.

[UNT Help Desk](#) - 940-565-2324 / Sage Hall 330 / [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Monday - Thursday 8:00 am - midnight

Friday 8:00 am - 8:00 pm

Saturday 9:00 am - 5:00 pm

Sunday noon – midnight

Technical problems with computers or Canvas ARE NOT satisfactory excuses for missing assignment deadlines. The instructor of this course suggests that you DO NOT wait until the last minute to submit assignments. If you experience trouble with your computer or your home Internet access, you are expected to use the computer clusters on campus to complete your work on time. If the campus is closed for some reason, you are expected to find some other means to complete your work.

## Tentative Course Schedule

### Week One, Part A (Jan 12 – Jan 15)

All course work for Week One, Part A is due by midnight on Thursday, Jan 15.

By the end of Week 1, Part A, students should be able to:

- Understand the content of the Syllabus and become familiar with the course in Canvas.
- Understand the course objectives, assignments, and expectations.
- Correctly identify information pertaining to the plan of the course by taking a quiz over the content of the syllabus.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"><li>1. Log into Canvas and poke around. Read through <b>Introduction to Course Module (WEEK ONE STUFF)</b>.</li><li>2. Find and read the Syllabus.</li><li>3. Obtain the book for the course. The bookstore on campus should be able to help you with this purchase.</li><li>4. Take the Syllabus Quiz.</li></ol>	Canvas  Barnes & Noble Bookstore  In Introduction to Course Module (WEEK ONE STUFF)

### Week One, Part B (Jan 16 – Jan 18)

All course work for Week 1, Part B is due before midnight on Sunday, Jan 18.

After reading Ch1, students should be able to:

- Identify terms, concepts, research, and theories about the new urban sociology.
- Demonstrate their understanding of the new urban sociology by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	1. Read Ch1, <i>The New Urban Sociology</i> . 2. Take Quiz. 3. Participate in discussion.	Text  Links found in Ch1 Module in Canvas.
	Start thinking about paper topic. Read the directions for the two-part paper found at the end of the syllabus and in Canvas.	Syllabus and Week 3, Part A Module

### Week Two, Part A (Jan 19 – Jan 22)

All course work for Week 2, Part A is due before midnight on Thursday, Jan 22.

After reading Ch2, students should be able to:

- Identify terms, concepts, research, and theories about the origins of urban life and urban sociology.
- Demonstrate their understanding of the origins of urban life and urban sociology by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	1. Read Ch2, <i>The Origins of Urban Life and Urban Sociology</i> . 2. Take Quiz. 3. Participate in discussion.	Text  Links found in Ch2 Module in Canvas.
	Continue to think about paper topic. Read the directions for the two-part paper found at the end of the Syllabus and in Canvas.	Syllabus and Week 3, Part A Module

### Week Two, Part B (Jan 23 – Jan 25)

All course work for Week 2, Part B is due before midnight on Sunday, Jan 25.

After reading Ch3, students should be able to:

- Identify terms, concepts, research, and theories related to contemporary urban sociology.
- Demonstrate their understanding of contemporary urban sociology by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	1. Read Ch3, <i>Contemporary Urban Sociology</i> . 2. Take Quiz. 3. Participate in discussion.	Text

		Links found in Ch3 Module in Canvas.
	Start writing introduction to the two-part paper in this course. See directions at the end of the Syllabus and in Canvas for what to write in the introduction. Paper topic and introduction are due on Thursday next week!	Syllabus and Week 3, Part A Module

### Week Three, Part A (Jan 26 – Jan 29)

All course work for this Week 3, Part A is due before midnight on Thursday, Jan 29.

After reading Ch4, students should be able to:

- Identify terms, concepts, research, and theories related to urbanization in the United States.
- Demonstrate their understanding of urbanization in the United States by participating in a discussion with their peers.
- Begin to apply a sociospatial perspective to a social problem related to urban life by picking a paper topic and writing the introduction to the two-part paper in this course.

Check Off	Description of Work to Do	Other Details
	1. Read Ch4, <i>Urbanization in the United States</i> . 2. Take Quiz. 3. Participate in discussion.	Text  Links found in Ch4 Module in Canvas.
DUE!	Finish writing introduction to the two-part paper in this course and submit in Canvas. Be sure to follow all of the directions in the Syllabus and in Canvas for what to write in the introduction.	Syllabus and Week 3, Part A Module  DUE!

### Week Three, Part B (Jan 30 – Feb 1)

All course work for Week 3, Part B is due before midnight on Sunday, Feb 1.

After reading Ch5, students should be able to:

- Identify terms, concepts, research, and theories related to suburbanization, globalization, and the emergence of the multicentered region.
- Demonstrate their understanding of suburbanization, globalization, and the emergence of the multicentered region by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	1. Read Ch5, <i>Suburbanization, Globalization, and the Emergence of the Multicentered Region</i> . 2. Take Quiz. 3. Participate in discussion.	Text  Links found in Ch5 Module in Canvas.

### Week Four, Part A (Feb 2 – Feb 5)

All course work for Week 4, Part A is due before midnight on Thursday, Feb 5.

After reading Ch6, students should be able to:

- Identify terms, concepts, research, and theories related to urbanization in the developed nations: Europe and Japan.
- Demonstrate their understanding of urbanization in the developed nations (Europe and Japan) by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"> <li>1. Read Ch6, <i>Urbanization in the Developed Nations: Europe and Japan</i>.</li> <li>2. Take Quiz.</li> <li>3. Participate in discussion.</li> </ol>	Text  Links found in Ch6 Module in Canvas.

### Week Four, Part B (Feb 6 – Feb 8)

All course work for Week 4, Part B is due before midnight on Sunday, Feb 8.

#### Course Midpoint Feb 6

After reading Ch7, students should be able to:

- Identify terms, concepts, research, and theories related to urbanization and mega regions in the developing world.
- Demonstrate their understanding of urbanization and mega regions in the developing world by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"> <li>1. Read Ch7, <i>Urbanization and Mega Regions in the Developing World</i>.</li> <li>2. Take Quiz.</li> <li>3. Participate in discussion.</li> </ol>	Text  Links found in Ch7 Module in Canvas.
	Read instructions for part two of your two-part paper. Begin using the UNT Library system to find two research articles related to your paper topic.	LINK <a href="#"><u>UNT Library</u></a>

### Week Five, Part A (Feb 9 – Feb 12)

All course work for Week 5, Part A is due before midnight on Thursday, Feb 12.

After reading Ch8, students should be able to:

- Identify terms, concepts, research, and theories related to urban social problems (racism, poverty, affordable housing, crime, and public health).
- Demonstrate their understanding of urban social problems (racism, poverty, affordable housing, crime, and public health) by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"> <li>1. Read Ch8, <i>Urban Social Problems: Racism, Poverty, Affordable Housing, Crime, and Public Health</i>.</li> <li>2. Take Quiz.</li> <li>3. Participate in discussion.</li> </ol>	Text  Links found in Ch8 Module in Canvas.

	Read instructions for part two of your two-part paper. Begin using the UNT Library system to find two research articles related to your paper topic.	LINK <a href="#"><u>UNT Library</u></a>
--	--	---

### Week Five, Part B (Feb 13 – Feb 15)

All course work for Week 5, Part B is due before midnight on Sunday, Feb 15.

After reading Ch9, students should be able to:

- Identify terms, concepts, research, and theories related to neighborhoods and communities (differential groups and spatial location in the metropolitan region).
- Demonstrate their understanding of neighborhoods and communities (differential groups and spatial location in the metropolitan region) by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"> <li>1. Read Ch9, <i>Neighborhoods and Communities: Differential Groups and Spatial Location in the Metropolitan Region</i>.</li> <li>2. Take Quiz.</li> <li>3. Participate in discussion.</li> </ol>	<p>Text</p> <p>Links found in Ch9 Module in Canvas.</p>
	By now you should have two scholarly research articles pertaining to your topic. Read and summarize the relevant details of each giving each article a paragraph.	Writing Assignment

### Week Six, Part A (Feb 16 – Feb 19)

All course work for Week 6, Part A is due before midnight on Thursday, Feb 19.

After reading Ch10, students should be able to:

- Identify terms, concepts, research, and theories related to the revitalization of the historical inner city (gentrification, theming, and uneven development).
- Demonstrate their understanding of the revitalization of the historical inner city (gentrification, theming, and uneven development) by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"> <li>1. Read Ch10, <i>The Revitalization of the Historical Inner City: Gentrification, Theming, and Uneven Developing</i>.</li> <li>2. Take Quiz.</li> <li>3. Participate in discussion.</li> </ol>	<p>Text</p> <p>Links found in Ch10 Module in Canvas.</p>
	Read and revise or edit your two paragraphs for part two of the two-part paper. Begin thinking about the sociospatial perspective that the authors of our text promote and try to identify ways your research articles relate to this perspective.	Writing Assignment

### Week Six, Part B (Feb 20 – Feb 22)

All course work for Week 6, Part B is due before midnight on Sunday, Feb 22.

After reading Ch11, students should be able to:

- Identify terms, concepts, research, and theories related to metropolitan planning and urban issues.
- Demonstrate their understanding of metropolitan planning and urban issues by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"><li>1. Read Ch11, <i>Metropolitan Planning and Urban Issues</i>.</li><li>2. Take Quiz.</li><li>3. Participate in discussion.</li></ol>	Text  Links found in Ch11 Module in Canvas.
	Continue to read and revise or edit your two paragraphs for part two of the two-part paper. Begin thinking about the sociospatial perspective that the authors of our text promote and try to identify ways your research articles relate to this perspective.	Writing Assignment

### Week Seven, Part A (Feb 23 – Feb 26)

All course work for Week 7, Part A is due before midnight on Thursday, Feb 26.

After reading Ch12, students should be able to:

- Identify terms, concepts, research, and theories related to metropolitan social policy.
- Demonstrate their understanding of metropolitan social policy by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"><li>1. Read Ch12, <i>Metropolitan Social Policy</i></li><li>2. Take Quiz.</li><li>3. Participate in discussion.</li></ol>	Text  Links found in Ch12 Module in Canvas.
	Continue to read and revise or edit your two paragraphs for part two of the two-part paper. Begin thinking about the sociospatial perspective that the authors of our text promote and try to identify ways your research articles relate to this perspective.	Writing Assignment

### Week Seven, Part B (Feb 27 – Mar 1)

All course work for Week 7, Part B is due before midnight on Saturday Mar 1.

After reading Ch13, students should be able to:

- Identify terms, concepts, research, and theories related to the idea of shifting the focus to results (urban social movements and NGOs).

- Demonstrate their understanding of the idea of shifting the focus to results (urban social movements and NGOs) by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"> <li>1. Read Ch13, <i>Shifting the Focus to Results: Urban Social Movements and NGOs</i>.</li> <li>2. Take Quiz.</li> <li>3. Participate in discussion.</li> </ol>	Text  Links found in Ch13 Module in Canvas.
	Read directions for the concluding paragraph for your two-part paper. Begin drafting a conclusion following the directions.	Writing Assignment

### Week Eight (Mar 2 – Mar 5)

All course work for Week 8 is due before midnight on Thursday, Mar 5.

After reading the Conclusion to the text, students should be able to:

- Identify terms, concepts, research, and theories related to social problems and social change and fighting neoliberalism and urban inequalities.
- Demonstrate their understanding of social problems and social change and fighting neoliberalism and urban inequalities by participating in a discussion with their peers.

Check Off	Description of Work to Do	Other Details
	<ol style="list-style-type: none"> <li>1. Read the <i>Conclusion</i> of the text.</li> <li>2. Take Quiz.</li> <li>3. Participate in discussion.</li> </ol>	Text  Links found in Conclusion Module in Canvas.
	Revise and edit your conclusion following the directions. Be sure to apply the sociospatial perspective to your topic in the conclusion.	Writing Assignment
	Complete the course evaluation.	Check your email.

### Paper (Due Mar 6)

Paper is due by midnight on March 6<sup>th</sup>.

After completing this course, students should be able to:

- Apply a sociospatial perspective to a social problem related to urban life and offer original solutions.

Check Off	Description of Work to Do	Other Details
	Turn in part two of the two-part paper applying a sociospatial perspective to a social problem related to urban life and offering original solutions.	Link to submit paper is in Canvas in the Conclusion Module.

Thank you for taking this course!

## More Details About Course Assignments

### Syllabus Quiz (100 Points / 5% of Grade)

After reading the syllabus and in week one of the course, students are required to demonstrate their understanding of the course objectives, assignments, and expectations found in the Syllabus by taking a short quiz over the syllabus. Students are permitted two attempts at this quiz. If you do not do well the first time, go back and reread the syllabus and try once more to ace this quiz.

### Weekly Chapter Quizzes (600 Points / 30% of Grade)

Each week students are assigned to read from the Gottdiener et al. book *The New Urban Sociology*, 6<sup>th</sup> Ed. After mastering the terms, concepts, research, and theories found in the assigned readings, students are expected to demonstrate their understanding of the material by taking a short quiz. More details are below.

#### Details

- There are 13 chapters in the Gottdiener et al. text 6<sup>th</sup> Ed. plus a conclusion. That makes 14 chapters.
- There is a quiz for each numbered chapter and Conclusion (14 quizzes).
  - You are required to take 12 of the 14 quizzes.
  - If you take them all, your 2 lowest quiz grades will be dropped at the end of the semester.
  - Students should not miss more than 2 quizzes in this course.
- Quizzes open on Monday at 12:00 a.m. of each week and close on either Thursday or Sunday at midnight (11:59 p.m.). You are welcome to work ahead during the week.
- Each Quiz is worth 50 Points.
- As you take the quiz, you will be presented with 5 true or false or multiple choice questions.
- Each student will be presented with a random set of questions drawn from a test bank that the instructor has vetted. All answers can be found in the Gottdiener et al. 6<sup>th</sup> Ed. text. Answers range from easy to difficult.
- Students are allowed 20 minutes to complete each quiz. After 20 minutes your quiz will automatically submit, and your grade will be recorded in the grade book.
- Unmarked questions will be counted as incorrect.
- You are only permitted one attempt on each quiz.
- Quizzes are open book and students can use their notes to take the quizzes.
- Students should not work with others to complete the quizzes.
- If you think you might miss a deadline for a quiz, you are permitted to take it early. Reach out to the instructor for help with this. She routinely grants extensions if you ask before missing an assignment.
- If you miss a quiz, the grade book will automatically be populated with a zero.

### Weekly Chapter Discussions (1000 Points / 50% of Grade)

Each week students are assigned to read from the Gottdiener et al. book *The New Urban Sociology*, Sixth Ed. After mastering the terms, concepts, research, and theories found in the assigned readings, students are expected to engage in a fruitful discussion with their peers about something that they identify as important in the readings. By fruitful I mean they must post and then meaningfully respond to others in a positive way. More details are below.

#### Details

- There is a discussion for each numbered chapter and Conclusion in the Gottdiener et al. text 6<sup>th</sup> Ed. (14 discussions).
  - You are required to participate in 10 of the 14 discussions.
  - This means you can miss 4 discussions in this course with no penalty.
  - If you participate in more than 10, your 4 lowest discussion grades will be dropped at the end of the semester.

- Students should not miss more than 4 discussions in this course.
- Discussions open on Sunday at 12:00 a.m. of each week and close on either Thursday or Sunday at midnight (11:59 p.m.).
- Each of the 10 required discussions is worth 100 Points (twice as many points as the quizzes!).
- Students should follow the directions above and in Canvas for what and how to write discussion posts.
- Students are expected to engage at least one other person in discussions (more is better).

## Directions

After completing the reading assigned in the Gottdiener text, 6<sup>th</sup> Ed., think about what stands out to you as **the most important thing you learned** from the reading. For your discussion, try to only pick one important thing to discuss.

1. **Identify:** In your post, first identify the term, concept, research, or theory that you find important from the reading assigned. Do this in the first sentence so that everyone knows the main topic of your post.
2. **Use the Text:** Next, in about 3-5 sentences use your own words to describe what you learned from the chapter about the one thing that stands out to you as important. (It is okay to quote from the text, but don't go crazy.)
3. **Why Important:** To conclude, in another 3-5 sentences, tell others why it is important for everyone to pay attention to/understand/discuss/resolve what you think is important from the chapter.
4. **End with Question:** Finally, end your post with a relevant question that you want to know from others in the course. Your question should directly pertain to what you thought was important from the reading assigned. (Ending with a question will make it easy for others to respond to your post.)
5. **Respond to Other(s):** The last thing you should do is read other students' posts and choose at least one to respond to (more is better). Try to answer the question they posed at the end of their post.

**Note:** If you decide to quote something from the Gottdiener 6<sup>th</sup> Ed. text., use quotation marks, and cite your quote like this: (GH&K 304). To be clear, the "304" is the page number where the quote can be found. And, GH&K stands for Gottdiener, Hohle, and King, the authors of our text.

### Example Discussion Post

In reading Ch5, *Beyond Suburbia: The Emergence of the Multicentered Region* (138), from the Gottdiener text, I thought the discussion about the growth of the *fully urbanized county* was important to grasp. The authors of the text say that sometimes counties outside of urban environments start to look and feel a lot like little functioning cities of their own, but without truly being a city. This trend started sometime in the 1980s. When this happens, the authors of our text call this "multinucleated counties" (139). Some examples given are Orange County in California and Oakland County in Michigan. Fully urbanized counties such as these provide housing and jobs for people outside of larger urban centers. **Why is this important to me?** I think that I lived in a fully urbanized county in Indiana. I say this because I rarely (if ever) had to go into the city for anything. Where I lived was fully functional living environment with housing, jobs, banks, food, and education. Our address was considered in the county and there were rules (or laws even) about what we could and couldn't do in the county as compared with the city. For example, I remember being peeved about the fact that we couldn't vote for mayor of our city just because we were in the county. I thought this was weird. Our address listed the name of the city where the mayor governed, but we had no vote. On the other hand, we were able to get away with a lot of other things that people in the city couldn't, like hold bon fires in our backyard and this was because we were in the county. Fully urbanized counties, such as the one I lived in are part of the ever-expanding metropolitan region that the authors of our text describe in Ch5, but I think it is important to note that county rules and city rules vary. **Question: My questions for everyone are:** Do you live in the city or the county? And, how do the rules (or laws) vary where you live?

## How You Will be Graded:

- Writes well and follows directions. (25 Pts)
- Identifies an important term, concept, research, or theory. (5 Pts)
- Uses the text to Write 3-5 sentences describing something important learned from the reading. (25 Pts)
- Writes another 3-5 sentences explaining importance. (25 Pts)
- Ends post with a relevant question. (10 Pts)
- Responds to at least one other person in a meaningful way. (10 Pts)

## Two-Part Paper (300 Points / 15% of Grade)

In this course students will write a 2-3-page two-part paper identifying a social problem related to urban life by applying the **sociospatial perspective**, which students will learn about from the Gottdiener et al. text.

Early in the semester, students complete **part one** of the paper. For part one, students will pick a topic to research and submit an introduction to their paper (2 paragraphs). To write this introduction, students will link their paper topic to the **sociospatial perspective** as described by Gottdiener et al. Instructions for **part one** are below.

The **second part** of this paper will be submitted during Final Exams week. For **part two**, students will incorporate research from at least two scholarly, peer-reviewed, journal articles found using the UNT Library system. In the conclusion of this paper, students should posit possible solutions to the social problem they choose to write about.

### Part One (first 2 paragraphs of paper) 100 Points

Once the course starts, students should immediately begin thinking about a topic related to urban sociology for their two-part paper. Example of topics might be immigration, ghost malls, land development, technology, demographics, subsidized housing, food deserts, gentrification, push and pull factors, city bankruptcy, deindustrialization, suburbanization, racism and suburbanization, urbanization in developing countries, poverty, racial segregation, housing bubbles, McMansions, revitalization projects, utopian spaces, garden cities, affordable transportation, environmental issues, the role of culture, and housing justice to name just a few ideas. Students get to pick what interests them, but they must be able to explain WHY the topic interests them in part one of this paper.

Part one of your paper should be no more than two well-constructed paragraphs of writing and falls due early in the semester. The goals of **part one** are to introduce your topic, tell the reader why it is important to understand, share what you've learned from the Gottdiener text about the topic, and introduce **the sociospatial perspective** to the reader.

#### *More Details:*

**Paragraph 1:** In the first paragraph students should explain the paper topic and then make a case for why others should endeavor to understand this topic. (It is okay in the introduction to make the topic personal to you.)

**Paragraph 2:** In the next paragraph, students should first introduce and then use the Gottdiener text to explain what the authors of our text have to say about their chosen topic (students may need to read ahead or search the index for where their topic is discussed in the book). Note that it is important to pick a paper topic that is relevant to our text. End this paragraph by explaining the **sociospatial perspective** of new urban sociology as it is explained in the text (revisit page 22-23 for a basic description). Explain in your paper what this perspective is all about and how it relates to your topic.

#### *How You Will Be Graded:*

- Directions/Writing/Grammar/Formatting (50 Points)

- Students should use a college paper format like APA, MLA, or ASA.
- Paragraph 1: Introduces paper topic and makes a case for why others should understand this topic. (25 Points)
- Paragraph 2: Discusses relevant material from the text. Explains the sociospatial perspective of new urban sociology. (25 Points)
- Approve or Disapprove of paper topic.

### **Part Two (next 3 paragraphs) 200 Points**

After submitting part one and receiving approval on your paper topic, students should research the topic using the [UNT Library System](#) online. Urban sociology is interdisciplinary, so many academic journals exist that are related to urban life such as, *Social Forces*, *Journal of Urban Design*, *Annual Review of Sociology*, *American Journal of Sociology*, and the *Journal of Contemporary Urban Affairs*, to name just a few. On the library website, just click on e-Journals and populate the field with “urban” and the library generates a long list of journals related to urban issues. Students should use this procedure to find at least two research articles from journals related to urban issues. The two research articles you find should be current (2010 or more recent).

**Paragraphs 3 & 4:** Students should find and read two academic articles related to their topic of interest. After reading them, students should add two paragraphs to what they’ve already written in part one of the paper, using one paragraph for each to explain the relevant details of the research. The aim is to simply describe what you have learned about the topic you have chosen for this paper and how it relates to the sociospatial perspective that the authors of our text promote. Each of these two paragraphs should end by applying the sociospatial perspective (what the authors say in the text) to the topic at hand.

**Concluding Paragraph:** By the end of the course, students should be well-versed on the sociospatial perspective and new urban sociology. No matter what topic has been selected for this paper, in the conclusion students should think about and discuss potential social problems related to their topic. After this, students should posit their own original possible solutions to the social problems discussed. To conclude this paper, posit something about the future of your topic.

#### **More Details:**

- Students should use an academic format like MLA, APA, or ASA for the paper.
- [The Purdue Owl](#) is an excellent source to help with paper formatting.
- Your paper should follow the structure of paragraphs described above. This means your short paper should consist of five paragraphs.
  - Paragraphs 1-2 introduce your topic and the sociospatial perspective.
  - Paragraphs 3-4 describe relevant details from at least two research articles.
  - Paragraph 5 concludes the paper discussing potential social problems, solutions, and the future.
- When finished your paper should be 2-3 pages of content. The references or works cited page at the end does not count toward your 2-3 pages of content.
- No cover page is needed for this paper.
- After submitting this paper, you will have completed this course.

#### **How You Will Be Graded:**

- Directions/Writing/Grammar/Formatting (50 Points)
  - Students should use a college paper format like APA, MLA, or ASA.
- Paragraph 3: Summarizes relevant details from research article pertaining to topic. Applies the sociospatial perspective to topic. (50 Points)
- Paragraph 4: Summarizes relevant details from research article pertaining to topic. Applies the sociospatial perspective to topic. (50 Points)
- Conclusion: Considers paper topic and possible social problems related to topic. Proposes possible solutions. Posits something about the future of the paper topic. (50 Points)

## Course Policies

Below is a list of items that you can expect from your professor (and TA if there is one), as well as a list of items that, if you choose to stay in this course and not drop it, you are agreeing to abide by in this course. Please consider these expectations our Course Policies.

### What you can expect from your professor (and TA):

1. Respect and active listening.
2. Consistent grading with return time within one-two weeks.
3. Willingness to teach, learn and answer questions.
4. To be prepared each week for our class.
5. To allow ample opportunity for you to do well in this course.
6. To be available by appointment for additional help.
7. To treat everyone equally and fairly.

### What the professor (and TA) expects from you:

1. Patience with the professor, TA, and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen. This is our contract. The professor (and TA) will do all that they can to abide by the syllabus, so they expect you to do the same.
3. Active participation in our class during class time and in the Canvas environment as required by the syllabus.
  - If it appears you are not actively engaged in this course, the professor (and/or TA) will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled in the **Tentative Course Schedule** in the syllabus.
5. To act with academic integrity during any quizzes or exams, and in all writing. Your work should be your own. Cheating will not be tolerated! See UNT policy on academic dishonesty. [Student Academic Integrity](#)
6. To read the grading comments that the professor (and/or TA) provide on all your assignments. They will incorporate tips for how to do better on future assignments. If you need extra help with your writing, please use the Writing Center on campus (Sage Hall).
7. To put assignments in the correct spot in Canvas. If you put things in the wrong spot, you will receive a zero (0) and your work will not be graded. If this happens, you have one week to rectify the situation with the instructor. After that, the zero (0) will stand.
8. To follow all directions in the syllabus for all course assignments. If you do not follow all directions (especially for the discussions), you will automatically receive a zero (0).
9. To buy and use the correct version of the required book for the course. Right now, that is the 6<sup>th</sup> Ed. of *The New Urban Sociology* by Gottdiener, et al. Do not use any other version for this course.
  - If you analyze something other than what everyone else is analyzing in your assignments, or if you misquote something from the book, you will receive a zero (0). This is especially important when completing the discussions and completing the RAO process.
10. To buy and use the correct version of the book by Week One of the course and appropriately cite all your work.
  - If the professor (and/or TA) happen look up something you quote from the book and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.
11. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. If your Internet is out, go somewhere where it is working so that you do not miss quizzes or other assignments. Everyone in the course has 7 days each week to complete the work items for the

week. Do not wait until the last minute to begin your work. That way, if you do have some technical difficulty, you'll have time to correct it.

12. To contact the professor (or the TA) to make an appointment if you find that you need additional help in this course. Visits to office hours or online meetings using a teleconferencing usually help students get on track.
13. To contact the Dean of Students, Seeking Options and Solutions (S.O.S) Office, in the event of a personal emergency in your life. This includes extended illness or hospitalization, death in family, or other personal issue that hinders your possibility of success in the course. Here is the URL and the contact information for that office.
  - <https://deanofstudents.unt.edu/resources/seeking-options-and-solutions>



## UNT Policies

### Attendance Policy

Visit the [University of North Texas' Attendance Policy \(http://policy.unt.edu/policy/15-2-\)](http://policy.unt.edu/policy/15-2-) to learn more. The instructor of this course expects students to stay engaged in this online course. Period.

### ADA Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

### Supporting Your Success and Creating an Inclusive Learning Environment

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

- Cheating on discussions by posting something erroneous first in order to see others' posts, will result in a zero and a warning. If it happens twice, you will be turned into the university for cheating and reports will be filed.
- Cheating related to plagiarism will result in a zero and you will be turned into the university for cheating and reports will be filed.

## Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

## Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The instructor will also post an announcement to the class.

## Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

## Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

## Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

## Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

## Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-5652648.

## Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special

meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

### Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course may employ lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## Academic Support & Student Services

### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity.

Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

### *Pronouns*

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

### Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

### Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)