# Wintermester 2023 (Sp24)

# Urban Sociology/SOCI 3300-800 (13467)

(December 18th - January 12th 2024)

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| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 12/17 | 12/18 Class Starts | 12/19 | 12/20 | 12/21 | 12/22 | 12/23 SylQ Due  Ch1-4 Q Due  Discussion for Ch 1-4 Due |
| 12/24 Enjoy the Holiday | 12/25 Enjoy the Holiday | 12/26 | 12/27 | 12/28 | 12/29 | 12/30 Ch 5-8 Q Due  Discussion for Ch 5-8 Due |
| 12/31 Enjoy the Holiday | 1/1 Enjoy the Holiday | 1/2 | 1/3 | 1/4 | 1/5 | 1/6 Ch 9-12 Q Due  Discussion for Ch 9-12 Due |
| 1/7 | 1/8 | 1/9 | 1/10 Ch13 & Conc Q Due  Discussion for Ch13 & Conc Due | 1/11 Final Exam Due before Midnight | 1/12 Class Ends |  |

## Instructor Information

Dr. Karen Monique Gregg

940-565-2000

[Karen.Gregg@UNT.edu](mailto:Karen.Gregg@UNT.edu) (Please communicate with me using the Inbox in Canvas)

Office Location: 288V Sycamore Hall

Office Hours: By appointment via Zoom

## 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

NOTE All due dates are reflected on the calendar above.

Course Starts Monday, Dec. 18th

Multiple Quizzes Due each week before midnight (11:59 p.m.) on Saturdays

Discussion Posts -1 Due each week before midnight (11:59 p.m.) on the first 3 Saturdays

-The final Discussion is due on Wednesday 1/10 before midnight

Christmas Day No Classes Dec. 25th

New Year’s Day No Classes Jan. 1st

Final Exam Due before midnight on Thursday, Jan. 11th

Final Day of Session Midnight of Friday, Jan. 12th

## Course Description

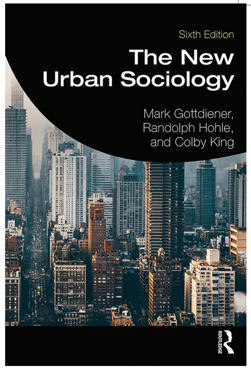
This course focuses on the rise of the modern city, trends in urbanization and suburbanization in the U.S. and globally, and urban social problems. The course also covers topics such as homelessness; gentrification; and urban social policy such as urban renewal and public housing. Prerequisite? None. Advised for students planning sociology graduate work.

## Course Objectives

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

1. Demonstrate an understanding of their own experiences of cities and urban social life and how cities and urban social environments are depicted in society. (Discussions)
2. Remember terms, concepts, research, and theories related to the sociological study of urban life. (Quizzes and Final Exam)

## 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. 6th Ed. ISBN 978-0-367-19972-2

## 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 Final Exam.

## Communications

While I want to make myself as available as possible to each of you, I do have to place some limitations on when I can be contacted. I would prefer that most general questions be sent to me using the Inbox in Canvas. I do not respond to students through UNT email. I will only respond in Canvas. I will normally respond to you within 24-hours but not usually on the holiday or on weekends. Please be patient with me as you await a response.

I will return feedback on assignments within one week of the due date (usually faster). However, if I will not be unable to return your feedback that quickly, I will post an Announcement to let everyone know when it can be expected.

## Course Assignments and Values

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| **Description** | **Points / Percent** |
| **Syllabus Quiz** | 100 Pts / 5% |
| **Weekly Chapter Quizzes**   * There are 13 numbered chapters plus a Conclusion to the text (14 total). * Each chapter and Conclusion have a corresponding quiz due at the end of each week. * Students are permitted to miss 2 quizzes with no penalty. * If a student takes all 14 quizzes, the 2 lowest scores will be dropped at the end of the semester. * Each quiz is worth up to 50 points. * 50 X 12 = 600 Points | 600 Pts / 30% |
| **Discussions**   * Each chapter and Conclusion have a corresponding discussion due at the end of each week. * Students should participate in 5 of the chapter discussions.   + Students get to choose which 5 chapters to use for discussion.   + Once we pass the week for a chapter, students can no longer choose those chapters. * Each discussion is worth up to 200 points. * 200 X 5 = 1000 Points | 1000 Pts / 50% |
| **Comprehensive Final Exam (over all 14 chapters)** | 300 Pts / 15% |
| **TOTAL** | 2000 Pts / 100% |

## Grading Scale

* 90-100% of 2000 points = A
* 80-89% of 2000 points = B
* 70-79% of 2000 points = C
* 60-69% of 2000 points = D
* 59% 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.

### 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:

* Do not use your cell phone in class. If it appears that you are distracted by your phone, Dr. Gregg or the TA may ask you to leave class.
* 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.
* Each student is allowed **only one documented emergency** per semester.
* As stated above, in the event your emergency is very serious, the instructor will prompt you 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](https://www.unt.edu/helpdesk/) - 940-565-2324 / Sage Hall 330 / 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 CanvasARE 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 (e.g., due to COVID), you are expected to find some other means to complete your work.

## **Tentative Course Schedule**

### Week One (12/17-12/23) – Chapters 1-4

All course work for this week is due before midnight on Saturday 12/23.

By the end of this week, 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. (SylQ)

After reading Ch1, students should be able to:

* Identify terms, concepts, research, and theories about the new urban sociology. (Ch1Q)
* Demonstrate their understanding of the new urban sociology by participating in a discussion with their peers. (Ch1D)

After reading Ch2, students should be able to:

* Identify terms, concepts, research, and theories about the origins of urban life and urban sociology. (Ch2Q)
* Demonstrate their understanding of the origins of urban life and urban sociology by participating in a discussion with their peers. (Ch2D)

After reading Ch3, students should be able to:

* Identify terms, concepts, research, and theories related to contemporary urban sociology. (Ch3Q)
* Demonstrate their understanding of contemporary urban sociology by participating in a discussion with their peers. (Ch3D)

After reading Ch4, students should be able to:

* Identify terms, concepts, research, and theories related to urbanization in the United States. (Ch4Q)
* Demonstrate their understanding of urbanization in the United States by participating in a discussion with their peers. (Ch4D)

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| **Check**  **Off** | **Description of Work to Do** | **Other Details** |
|  | 1. Log into Canvas and poke around. Read through **Introduction to Course Module** (WEEK ONE STUFF). 2. Find and read the Syllabus. 3. Obtain the book for the course. The bookstore on campus should be able to help you with this purchase. 4. Take the Syllabus Quiz. | Canvas  Barnes & Noble Bookstore  In Introduction to Course Module (WEEK ONE STUFF) |
| CH1 | 1. Read Ch1, The New Urban Sociology. 2. Take Quiz. | Text  Links found in Ch1 Module in Canvas. |
| CH2 | 1. Read Ch2, *The Origins of Urban Life and Urban Sociology.* 2. Take Quiz. | Text  Links found in Ch2 Module in Canvas. |
| CH3 | 1. Read Ch3, *Contemporary Urban Sociology.* 2. Take Quiz. | Text  Links found in Ch3 Module in Canvas. |
| CH4 | 1. Read Ch4, *Urbanization in the United States.* 2. Take Quiz. | Text  Links found in Ch4 Module in Canvas. |
| DISC | Participate in 1-2 discussions related to Chs. 1-4.  Discussions are found in the corresponding Chapter Module. | You only need to complete 5 discussion posts. You get to choose which chapters to use. More directions found at the end of the Syllabus. |

### Week Two (12/24-12/30) – Chapters 5-8

All course work for this week is due before midnight on Saturday 12/30.

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. (Ch5Q)
* Demonstrate their understanding of suburbanization, globalization, and the emergence of the multicentered region by participating in a discussion with their peers. (Ch5D)

After reading Ch6, students should be able to:

* Identify terms, concepts, research, and theories related to urbanization in the developed nations: Europe and Japan. (Ch6Q)
* Demonstrate their understanding of urbanization in the developed nations (Europe and Japan) by participating in a discussion with their peers. (Ch6D)

After reading Ch7, students should be able to:

* Identify terms, concepts, research, and theories related to urbanization and mega regions in the developing world. (Ch7Q)
* Demonstrate their understanding of urbanization and mega regions in the developing world by participating in a discussion with their peers. (Ch7D)

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). (Ch8Q)
* Demonstrate their understanding of urban social problems (racism, poverty, affordable housing, crime, and public health) by participating in a discussion with their peers. (Ch8D)

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| **Check**  **Off** | **Description of Work to Do** | **Other Details** |
| CH5 | 1. Read Ch5, *Suburbanization, Globalization, and the Emergence of the Multicentered Region.* 2. Take Quiz. | Text  Links found in Ch5 Module in Canvas. |
| CH6 | 1. Read Ch6, *Urbanization in the Developed Nations: Europe and Japan.* 2. Take Quiz. | Text  Links found in Ch6 Module in Canvas. |
| CH7 | 1. Read Ch7, *Urbanization and Mega Regions in the Developing World.* 2. Take Quiz. | Text  Links found in Ch7 Module in Canvas. |
| CH8 | 1. Read Ch8, *Urban Social Problems: Racism, Poverty, Affordable Housing, Crime, and Public Health.* 2. Take Quiz. | Text  Links found in Ch8 Module in Canvas. |
| DISC | Participate in 1-2 discussions related to Chs. 5-8.  Discussions are found in the corresponding Chapter Module. | You only need to complete 5 discussion posts. You get to choose which chapters to use. More directions found at the end of the Syllabus. |

### Week Three (12/31-1/6) – Chapters 9-12

All course work for this week is due before midnight on Saturday 1/6.

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). (Ch9Q)
* Demonstrate their understanding of neighborhoods and communities (differential groups and spatial location in the metropolitan region) by participating in a discussion with their peers. (Ch9D)

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). (Ch10Q)
* Demonstrate their understanding of the revitalization of the historical inner city (gentrification, theming, and uneven development) by participating in a discussion with their peers. (Ch10D)

After reading Ch11, students should be able to:

* Identify terms, concepts, research, and theories related to metropolitan planning and urban issues. (Ch11Q)
* Demonstrate their understanding of metropolitan planning and urban issues by participating in a discussion with their peers. (Ch11D)

After reading Ch12, students should be able to:

* Identify terms, concepts, research, and theories related to metropolitan social policy. (Ch12Q)
* Demonstrate their understanding of metropolitan social policy by participating in a discussion with their peers. (Ch12D)

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| **Check**  **Off** | **Description of Work to Do** | **Other Details** |
| CH9 | 1. Read Ch9, *Neighborhoods and Communities: Differential Groups and Spatial Location in the Metropolitan Region*. 2. Take Quiz. | Text  Links found in Ch9 Module in Canvas. |
| CH10 | 1. Read Ch10, *The Revitalization of the Historical Inner City: Gentrification, Theming, and Uneven Developing*. 2. Take Quiz. | Text  Links found in Ch10 Module in Canvas. |
| CH11 | 1. Read Ch11, *Metropolitan Planning and Urban Issues.* 2. Take Quiz. | Text  Links found in Ch11 Module in Canvas. |
| CH12 | 1. Read Ch12, *Metropolitan Social Policy* 2. Take Quiz. | Text  Links found in Ch12 Module in Canvas. |
|  | Please complete the course evaluation. | Check your email. |
| DISC | Participate in 1-2 discussions related to Chs. 9-12.  Discussions are found in the corresponding Chapter Module. | You only need to complete 5 discussion posts. You get to choose which chapters to use. More directions found at the end of the Syllabus. |

### Week Four (1/7-1/12) – Chapters 13-Conclusion

Due dates vary this week. Follow dates below carefully. This course ends Friday 1/12.

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). (Ch13Q)
* 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. (Ch13D)

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. (ConclQ)
* Demonstrate their understanding of social problems and social change and fighting neoliberalism and urban inequalities by participating in a discussion with their peers. (ConclD)

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| **Check**  **Off** | **Description of Work to Do** | **Other Details** |
| CH13 | 1. Read Ch13, *Shifting the Focus to Results: Urban Social Movements and NGOs.* 2. Take Quiz. | Text  Links found in Ch13 Module in Canvas. |
| Conclusion | 1. Read the *Conclusion* of the text*.* 2. Take Quiz. | Text  Links found in Conclusion Module in Canvas. |
| DISC | Participate in 1-2 discussions related to Ch 13 or the Conclusion.  Discussions are found in the corresponding Chapter Module. | You only need to complete 5 discussion posts. You get to choose which chapters to use. More directions found at the end of the Syllabus. |
|  | Please complete the course evaluation. | Check your email. |
| Review | Review all chapters for Final Exam. | Text |
| Final Exam | Take the open book and open notes Final Exam sometime before midnight on Thursday 1/11. | Link to Final Exam found in Final Exam Module in Canvas. |

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*, 6th 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 6th Ed. plus a conclusion. That makes 14 chapters.
* Multiple quizzes are assigned each week.
* 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.
* In the first 3 weeks of the course, multiple Quizzes open on Sunday at 12:00 a.m. of each week and close on Saturday at midnight (11:59 p.m.). This means everyone has seven days to complete the quizzes assigned for the week.
  + In the last week of the course, Quizzes open on Sunday at 12:00 a.m. and close on Wednesday 1/10 at midnight.
* Each Quiz is worth up to 50 Points.
* As you take the quiz, you will be presented with 10 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. 6th 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. Dr. Gregg routinely grants short extensions if you ask before missing an assignment.
* If you miss a quiz, the grade book will automatically be populated with a zero. Remember, you are permitted to miss 2 quizzes with no penalty. Students should not miss more than 2 quizzes in this course.

### 5 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 fruitful discussions (5 times) with their peers about something that they identify as important in the readings. By fruitful I mean that students must post something original and then reply to others in a meaningful and positive way. More details are below.

#### Details

* There is a discussion for each numbered chapter and the Conclusion in the Gottdiener et al. text 6th Ed. (14 discussions).
  + You are required to participate in 5 of the 14 discussions. You get to pick which ones. But you can only complete them in the weeks that they are assigned.
    - Example: In Week One of the course, you are assigned to read Chs 1-4. You can only submit discussions for these chapters that week.
    - Once we pass this week, you can no longer submit a discussion for these chapters.
  + Students are limited to participating in a maximum of 2 discussions per week. This means that in at least 1 week of the course, students will need to complete 2 discussion assignments.
  + Since you are only required to participate in 5 discussions, this means you can miss 9 chapter discussions in this course with no penalty. Dr. Gregg will populate the gradebook with zeros for the ones you miss. Don’t worry, 9 of the zeros will be dropped at the end of the course.
  + Students should not participate in more than 5 discussions in this course.
* In the first 3 weeks of the course, Discussions for the week open on Sunday at 12:00 a.m. and close on Saturday at midnight (11:59 p.m.). This means everyone has seven days to participate in the required discussions.
  + In the last week of the course, Discussions open on Sunday at 12:00 a.m. and close on Wednesday 1/10 at midnight.
* Each of the 5 discussion is worth up to 200 Points.
* Students should follow ALL directions in this syllabus and in Canvas for what and how to write discussion posts.
* Students are expected to engage at least 2 other persons in a meaningful way in discussions (more than 2 other is better).
  + What does meaningful mean? Try to answer the question the other student posed in no less than 3 sentences, but more is certainly better.
* **NOTE ON CHEATING**: Canvas is set up to require you to post your own original thoughts prior to seeing other students’ posts. If you post something like a period “.” or other gibberish to get into the discussion to see other students’ posts prior to creating and sharing your own original thoughts, you are cheating and will receive a zero. Dr. Gregg will complete an academic integrity violation report with UNT.
* **NOTE ON CHEATING**: Do not use AI to generate your discussion posts. If you do this, you will earn a zero and Dr. Gregg will complete an academic integrity violation report with UNT.

#### Directions

After completing the reading assigned in the Gottdiener text, 6th Ed., think about what stands out to you as **the most important thing you learned** from the readings for the week. For your discussion, try to only pick one important thing to discuss per chapter. This means that your original discussion post should be about one major idea from a chapter.

1. **Identify:** The first thing you should do is identify the chapter you are writing about. Do this in the first sentence. Say something like, “*I will be using Ch5 for this discussion post*.”
2. **Identify:** Next, identify the term, concept, research, or theory that you find important from the chapter you have selected. Do this in the second sentence so that everyone knows the main topic of your post. (See my example below. Notice that I say the word “important”.)
3. **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.)
4. **Why is this Important:** To conclude, in another 3-5 sentences, tell others in the discussion why you personally think it is important for everyone to pay attention to/understand/discuss/resolve what you think is important from the chapter.
5. **End with Question:** Next? End your post with a relevant question. Your question should directly pertain to what you thought was important from the reading assigned. (Ending with a question makes it easy for others to respond to your post in a meaningful way.)
6. **Respond to Other(s):** The last thing you should do is read other students’ posts and choose at least 2 to respond to (more than 2 is better). Try to answer the question they posed at the end of their post. Answer in a minimum of 3 sentences (more is better).

**Note:** If you decide to quote something from the Gottdiener 6th 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 personally 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(s): 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. (30 Pts)
* Identified the chapter (10 Pts).
* Identifies an important term, concept, research, or theory. (10 Pts)
* Uses the text to Write 3-5 sentences describing something important learned from the reading. (50 Pts)
* Writes another 3-5 sentences explaining why this is important. (50 Pts)
* Ends post with a relevant question. (20 Pts)
* Responds to at least 2 others in a meaningful way. (30 Pts)

### Comprehensive Final Exam (300 Points / 15% of Grade)

The Final Exam covers the material in Chs 1-13 and the Conclusion of the GH&K 6th Ed. text. The Final Exam tests your ability to recall and identify the concepts, terms, theories, and research you learned in the course. Below are listed details about the exam. The last week of class ends on a Friday 1/12 and the Final Exam is due on Thursday 1/11 before Midnight.

#### Details

* As you take the exam, you will be presented with a combination of 50 true/false and/or multiple choice questions that Dr. Gregg has vetted as appropriate for this course.
* There is only one best answer for each question.
* You are permitted 1 hour and fifteen minutes to take the exam (75minutes). After that, your exam will automatically submit and your grade will be recorded in the grade book. Any unanswered questions will be marked as incorrect.
* You are only permitted one attempt at the exam.
* The exam is open book and students can use their notes while taking the exam.
* Students should not work with others when taking the exam.
* If you need to arrange for a different date or time for the exam (within the parameters of the course dates), you must request this from Dr. Gregg at least one week in advance of the due date. If you do this, she will work with you to arrange a different time.
* If you miss the exam, you have missed your opportunity to earn these points in the course.
* The course is considered over after the Final Exam time ends.

## **Dr. Gregg’s Course Policies**

Below is a list of items that you can expect from your professor, 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. Please consider these expectations our Course Policies.

### What you can expect from your professor:

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 expects from you:

1. Patience with the professor 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 will do all that she can to abide by the syllabus, so she expects 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 will use the UNT Care Team reporting system to make recommendations.
   * If you do not appear to be interested or involved in what is happening in class, the professor (and/or TA) might ask you to leave the room. An example of this might be letting yourself get distracted by your cell phone.
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](https://policy.unt.edu/policy/06-003)
   * Posting a period “.” or gibberish to get in the discussion is considered a serious academic violation and Dr. Gregg will complete an academic integrity violation report with UNT.
   * Using AI to generate schoolwork is considered a serious academic violation and Dr. Gregg will complete an academic integrity violation report with UNT.
6. To read the grading comments that the professor provides on all your assignments. She 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 6th 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 the first day 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 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 app like Zoom usually help students get on track.
13. To adhere to the Incomplete policy of the Sociology Department. Incompletes must be requested in writing at least one week before the Final Exams week, must be accompanied by documentation of the reason that the course cannot be completed, and are only considered if at least 50% of the course assignments and/or exams have been completed with a passing grade.
14. 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>

Dean of Students telephone number and email: (940) 565-2648
deanofstudents@unt.edu


## UNT Policies

Attendance Policy  
Visit the [University of North Texas’ Attendance Policy](http://policy.unt.edu/policy/15-2-5) (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](https://studentaffairs.unt.edu/office-disability-access) 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](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\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](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\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](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*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](https://community.canvaslms.com/docs/DOC-18406-42121184808) 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?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

### Additional Student Support Services

* [Registrar](file:///C:\Users\jdl0126\AppData\Local\Temp\OneNote\16.0\NT\0\Registrar) (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/>)