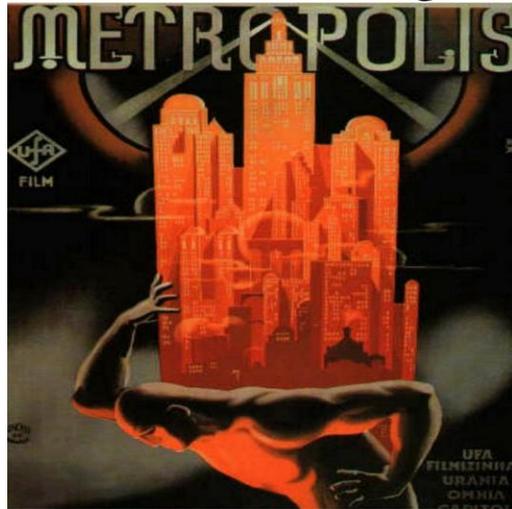


Bellevue College



SOC 265, City Life & Culture 5 Credits

Fall Term 2013: September 23rd – December 11th

Office Hours - Online only, by appointment

[Email](#)

[Facebook](#)

[Website](#)

COURSE DESCRIPTION: This course takes the Urban Center as its focus of sociological interrogation in order to better understand the many complexities of the culture of city life over time in America. The City will also be looked upon as a metaphor for social change, public life, conflict, order, and the history in which we create and engage. The city is a social, cultural, historical, and political phenomenon that changes as quickly as societies may “naturally” shift. We’ll look at urban renewal, architecture, immigrant diasporic identities, the culture of city labor, gentrification, suburbanization, the arts, urban sprawl, etc., paying close attention to wealth, poverty, crime, homelessness, family, class, etc. In addition, we will use sociological tools to interrogate the relationship between mass culture and society, with a goal of understanding popular culture’s role in strengthening (or eroding) city life. Course concepts will be demonstrated through lectures, readings, multi-media presentations, and library research.

- Please note that you’re required to go into the city closest to you about once a week.

“The reality is it’s up to you guys to figure out how the media works and break through.”

– Claudia Dreifus

A NOTE ABOUT COURSE CONTENT: Since sociologists examine just about every aspect of the social world, we talk about provocative material. Please be advised that when we explore controversial topics, they will always be framed within an academic context. Keeping in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted

with subject matter that is difficult to watch, see, discuss, or listen to. Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

STUDENTS WITH DISABILITIES: If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me during office hours. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their [website](#).

EXPLORE THE LMC! The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by [email](#).

- [Main Library Media Center](#)
- [LMC online catalog](#)
- [Article databases](#)

READING REQUIREMENTS:

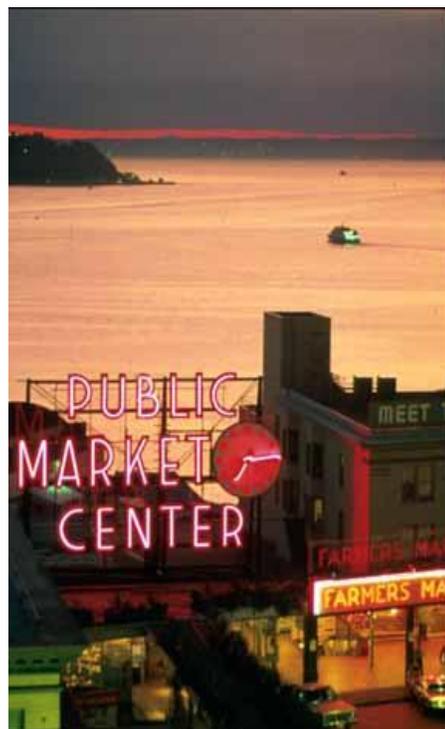
- *City Lights: Urban-Surburban Life in the Global Society* by E. Barbara Phillips
- Handouts and articles

RECOMMENDED READINGS:

- Any current pocket Dictionary of the English Language
- Any current Sociology Dictionary
- *A Writer's Reference, 6th Ed.* By Diana Hacker. Please visit the [companion website](#).

LEARNING AND COURSE OUTCOMES: Upon your dedicated participation and subsequent completion of this course, you will:

- Demonstrate a general knowledge and comprehension of how our experiences in city life vary from one another, and of how some folks perceive those experiences.
- Examine how the city has been socially constructed as well as examine the social construction of The City itself. Issues of class, race, and gender are also fully integrated throughout as the course examines how



economic status has affected identity and power structures within urban cultural identity.

- Gain an understanding of the structural components of The City with a focus on city planning and architecture and how these components affect the building of communities in urban centers.
- Develop an understanding of the effect cities and city planning has on poverty and homelessness.

GENERAL RULES & EXPECTATIONS:

- Check in to our online classroom no less than *four times per week* (yes – I do keep track!).
- Complete readings and homework assignments *on time*.
- Late homework assignments *are accepted*.
 - Late homework is docked 10% for every day the work is late, including Sundays and Saturdays.
 - Late Discussion Boards that go beyond the date for responses can only be made up for half credit. Responses are due three days after the Initial Posts are due (see schedule for details). A big part of these assignments is your communication with other students. If you make up an initial post past the deadline for responses, you'll get credit for that post, with late points assessed, but the base grade will be half of its original worth, regardless of the days you're late. Otherwise, your post will be assessed late points within the first three days and your response will be accepted.
- I expect that your behavior in our virtual classroom be respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings to discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken off-board and onto email so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away.

COURSE REQUIREMENTS: Coursework consists of weekly homework assignments, exams, and one major group research assignment, which will culminate into a group presentation at the end of the course.

COURSE REQUIREMENTS:

Attendance and Participation*:	150 points
"It's Your Turn" Assignments (5):	200 points
Main Discussion Boards (3):	150 points
Reading Cards (10)	100 points
Research Project/Group Presentation:	400 points
Total:	1000 points

Participation points accrue with various short assignments in the Discussion Area, such as your Introductory DB. These are labeled **PARTICIPATION DBs**. The Main DB assignments are labeled **MAIN DBs**.

The Fine Print (or, what I really mean by that table above):

Attendance & Participation: Check in no less than four times per week, be engaged with all of your discussion board assignments, provoke energetic and polite discussion, listen actively, work respectfully with your colleagues in class, take loads of notes from your readings, look up words you don't understand, ask questions, think critically about the world around you, etc.

Reading "Cards": Reading Cards demonstrate to me that you've done the reading. You will turn in short submissions highlighting key points for each reading assignment. Please submit in paragraph form only; bulleted lists are not accepted.

Your Turn Assignments: At the end of each chapter is a section called, "Your Turn." These short assignments are an opportunity to put your learning to use as you explore the world around you using the Sociological Imagination. You will do a selected number of these for your homework in our class.

Main Discussion Board Assignments: The work done in the Discussion Board area will have you engage course material and work closely together. You are expected to participate in these assignments in order to generate critical discussion amongst one another. This method of learning gets you going socially! These assignments are always due on Thursdays and Sundays (your initial post goes up Thursday and your responses to one another are due Sundays). Your DBs are graded on two things: your original post and your responses (usually two of them) to colleagues of yours in the class. You must do both to earn full credit. A submission with no responses posted earns ½ credit at most, and responses without an original submission receive zero credit.

Participation Discussion Board Assignments: These are meant to support you throughout the course. They are required and the grades get folded into your overall Participation Grade. Do not let these be an afterthought! Make sure you read these directions closely.

Research Project and Group Presentation: Your project will include research, short papers (1 – 2 pages), and a final Group Presentation. You will be asked to study a section of an urban center of your choice and present your findings at the end of the course. We'll go over some ideas and details for this assignment more, during the second week of classes.

For *all* of your written work:

Please submit proofread work *only*. Sloppy writing will be returned for a rewrite once and docked 10%. Rewritten work is expected by the following class meeting. Your font should be Times, 12 pts, double-spaced with a 1" margin all around. Your work *must* be cited using either MLA style, and you must always, *always* give proper credit to the texts from which you draw and formulate your ideas. Even when you don't quote directly, give credit where credit is due. Title pages are not counted as page numbers due. Similarly with bibliographies, these are not counted as page numbers due. If you decide to place your personal and class information on the first page of your paper instead (which is fine), please do not take up more than for single-spaced lines at the top right or left corner of the page.

Below is a checklist for you to go over before you hand in each written assignment.

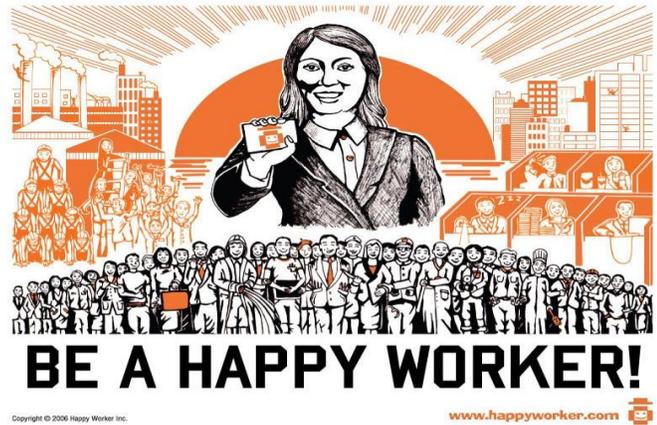
- Twelve-point sized Times font, double-spaced
- 1" margins all around
- APA Citations where appropriate - you need to give credit to the author/s even where any *ideas* presented in the paper are not your own
- Title pages and bibliographies are not counted in final page count
- Student information is at the top left of the page, single spaced
- There are no extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.'

Written work is evaluated on:

- ✓ Content
 - Fulfilling the assignment.
 - Developing your argument and making use of examples and evidence to support your argument.
 - Flow of thought throughout the paper, with strong analyses and conclusions.
- ✓ Writing Style
 - Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL student, please let me know! I'm happy to work with you and point you in the right direction.**
 - Clarity of thought.
 - Good organization and attention to detail.
 - Persuasiveness of your argument/s.
 - Creativity. Make it an interesting read!
 - PROOFREAD your work. Please do a spell/grammar check before you hand it in.
 - Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different set of discussions. ☺

Preventing Plagiarism: Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.



Grading:

Please use the following rubric to help explain the grade you're given for a given assignment. I offer comments on all of your written work and general comments on the Discussion Boards – sometimes more, sometimes less. Please read my comments and do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open.

- A: 94-100**
- A-: 90-93**
- B+: 87-89**
- B: 84-86**
- B-: 80-83**
- C+: 77-79**
- C: 74-76**
- C-: 70-73**
- D+: 67-69**

D: 64-66

D-: 60-63

F: 59 and below

90-100 = A range. The A paper shows me you're engaged with the readings, the media, and the lectures in class by utilizing quotes and ideas. It's a paper *completely free* from grammar and spelling errors, and demonstrates your command not only of the English language, but of the form and flow of a solid piece of written work. I also like to see/read/hear your "writing voice." That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be "fleshed out" and not just a series of statements, in other words.

80-89 = B range. The B tells me you're doing very good work. You may have a couple of grammar issues, but your paper is still tidy and the writing is still strong. You have a firm grasp on the themes in the course but you may not be as well-versed in the readings and/or media and/or lecture material as you could be. I should see that you're being challenged and that you're struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

70-79 = C range. The C paper means that you're not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I would like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

60-69 = D range. Ah, the D. D is for "Don't be Discouraged." I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are please see me immediately. A D paper is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material and you're not responding to the questions raised in class. Demonstrated understanding of the course materials is not presented clearly, or at all. (NOTE: A D and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

When you don't see your own images through the media or in books, you start thinking you're weird, and your self-esteem gets bruised.

- Francisco Alarcón, poet and director of Spanish for Native Speakers, UC Davis

COURSE OUTLINE AND SCHEDULE:

PLEASE DO NOT WORK AHEAD MORE THAN ONE WEEK

GENERAL INFORMATION:

- Main Discussion Boards are due Thursdays and you are required to respond by Sundays.
- Key Terms & Your Turn Assignments are due Sundays.
- Participation DBs have varying deadlines; some do not require responses.
- All assignments are due by 11:59pm on their due date.
- Readings should always be done by Mondays of their given week.
- All deadlines are in the course calendar.

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Week One: September 23

Readings (please have your reading done by Sunday this week only):

- *City Life*: Part I, "An Invitation to The City"

Assignments:

- Participation I: Personal Introduction due Sunday, 9/29. No need to respond unless you'd like to. I do encourage you to socialize here!
- Participation II: The Sociological Imagination due Sunday, 9/29. No need to respond unless you'd like to. Socialize!
- Reading Card 1 due Sunday, 9/29

Week Two: September 30

Readings:

- *City Lights*: Part II, "Polis, Metropolis, Megalopolis"

Assignments:

- Group Project I: Setting up your Group Page & choosing your city due Sunday, 10/6
- Reading Card 2 due Sunday, 10/6

Week Three: October 7

Readings:

- *City Lights*: Part III, "Pluribus vs. Unum"

Assignments:

- Your Turn Assignment I: due Sunday, 10/13
- Reading Card 3 due Sunday, 10/13

Week Four: October 14

Readings:

- *City Lights*: Part IV: "Rules of the Game"

Assignments:

- Group Project II: Submit your plan
- Main Discussion Board I Initial Posting due Thursday, 10/17. Respond to two people by Sunday, 10/20
- Reading Card 4 due Sunday, 10/20

Week Five: October 21

College Issues Day, October 23rd. Campus closed.

No readings

Assignments:

- Participation III: Mid-Term Check-In due Sunday, 10/27
- Group Project Check-In and mid-quarter sharing, throughout the week.

Week Six: October 28

Readings:

- *City Lights*: Part V, "Who Runs This Town?"

Assignments:

- Group Project III: Peer Review due Sunday, 11/3
- Your Turn Assignment II due Sunday, 11/3
- Reading Card 5 due Sunday, 11/3

Week Seven: November 4

Readings:

- *City Lights*: Part VI, "Space & Place"

Assignments:

- Your Turn Assignment III due Sunday, 11/10
- Main Discussion Board II Initial Posting due Thursday, 11/7. Respond to two people you don't know by Sunday, 11/10.
- Reading Card 6 due Sunday, 11/10.

Week Eight: November 12

Veteran's Day November 11th. Campus Closed.

Readings:

- *City Lights*: Part VII, "Paying Their Way"

Assignments:

- Group Project IV: First Draft
- Your Turn Assignment IV due Sunday, 11/17
- Reading Card 7 due Sunday, 11/17

Week Nine: November 18

Readings:

- *City Lights*: Finale: To Be Continued

Assignments:

- Your Turn Assignment V - Family due Sunday, 11/24
- Reading Card 8 due Sunday, 11/24

Week Ten: November 25

Holiday Break Thursday, 11/28 and Friday, 11/29. Campus Closed

Please note the deadlines for this week.

No Readings

Assignments:

- Extra Credit Requests taken this week. You must have a grade of C or lower to qualify for an extra credit assignment. **You must email me by Sunday, 12/1 and request an Extra Credit assignments.** ECs will be different for each student, and are randomly selected. You may earn up to 50 points. **Requests for ECs later than the 1st will not be granted.**
- Discussion Board III Initial Posting **due Sunday, 12/1**. No responses for this DB.
- Reading Card 9 due Sunday, 12/1

Week Eleven: December 2

No Readings

Assignments:

- Extra Credit assignments due Sunday, 12/8
- Final Reading Card due Sunday, 12/8

Finals: December 9th thru 11th

Final Exam will be open from 8am 12/9 through 11:59pm 12/11
Exam will time out after four hours. Do not start the exam unless
you intend to finish it during your chosen time period.

Assignments:

- Participation DB, Quarter Reflection, due Sunday, 12/11

Thank you for a wonderful term!