

Rural/Urban Sociology - SOC 301
Spring 2017 8 - 9:20am TR
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I. RATIONALE

This course provides an introduction to the understanding of people, their environment, and the influences it places upon them while living in this global society.

This course provides an introduction to Rural and Urban society. Here, we will examine historical, theoretical, and practical issues regarding American cities. Since this is a sociology course, we will focus most of our attention on the social and structural characteristics of rural and or metropolitan areas.

An honest investigation of this subject will reveal that rural and or urban living is both advantageous and problematic. The big city provides a popular setting for cultural events, diverse commerce, innovative services, and the fine arts. However, it also fosters crime, poverty, and pollution. Ironically, while cities can satisfy a wide variety of human desires, they also produce certain problems that affect a large number of people. It is important to realize that rural locales should not be ignored nor taken for granted.

The topics covered and the learning outcomes associated with this course are linked to Human Geography Fundamentals. The topics that will be covered include *People and their environment, cultural bias and the Impacts of Human Geography and policy*. Additionally this course also includes topics that are linked to Cultural & Regional Expertise. These topics are aligned with those identified by the National Geospatial Intelligence Agency for a specialty area in human geography. This course specifically focuses on the development of competencies associated with **NGA CAE-Human Geography Specialty VIII.1D1, VIII.1D7, and VIII.2D16 – VIII.2D22**.

II. COMPETENCIES

To exit this course the student must demonstrate a familiarity with sociological definitions, theories concepts and emerging trends relevant to the field. This knowledge is a source of reference in understanding the urban and rural environment. Select learning outcomes are listed below.

- Describe terms of identity (ethnicity, race, tribe, nationality, citizenship and language)
- Describe the broad spatial patterns of language families across the globe, with

emphasis on monolingual and multilingual areas

- Understand linguistic terms that are important to Human Geography, including official language, standard language, lingua franca, dialect, pidgin language, and creole language
- Contrast the terms nation, state, nation-state, multinational state, and country as defined by political scientists
- Describe generally understood effects of imperialism and colonialism across the globe today
- Explain basic population parameters and processes (e.g., birth and death rates, fertility, life expectancy, natural increase, infant mortality, carrying capacity, overpopulation, etc.)
- Understand how basic demographic parameters and processes relate to broad social measures, including economic development, education, gender relationships, political power, etc.
- Explain the Demographic Transition Model examples of its relevance to Human Geography
- Describe basic factors that can lead to migration, particularly in terms of push and pull effects and migration models including migrant status, voluntary migration, forced migration, refugee status, chain migration, internal migration, emigration, diaspora
- Describe the Epidemiologic Transition Model and its effects on populations, culture and demographics

III. BEHAVIORAL OBJECTIVES

Upon completion of this course, the student, with at least 70 percent accuracy will be able to:

- a. Explain how humans interact with their environment.
- b. Define how human geography can impact policy maker decisions.
- c. Identify academic resources that human geography can leverage.
- d. Describe terms of identity (ethnicity, race, tribe, nationality, citizenship and language).
- e. Describe the broad spatial patterns of language families across the globe, with emphasis on monolingual and multilingual areas.
- f. Understand linguistic terms that are important to Human Geography, including official language, standard language, lingua franca, dialect, pidgin language and

- creole language.
- g.** Contrast the terms nation, state, nation-state, multinational state, and country as defined by political scientists.
 - h.** Describe generally understood effects of imperialism and colonialism across the globe today.
 - i.** Explain basic population parameters and processes (e.g., birth and death rates, fertility, life expectancy, natural increase, infant mortality, carrying capacity, overpopulation, etc.)
 - j.** Understand how basic demographic parameters and processes relate to broad social measures, including economic development, education, gender relationships, political power, etc.
 - k.** Explain the Demographic Transition Model and give examples of its relevance to Human Geography.
 - l.** Describe basic factors that can lead to migration, particularly in terms of push and pull effects and migration models including migrant status, voluntary migration, forced migration, refugee status, chain migration, internal migration, emigration, and diaspora.
 - m.** Describe the Epidemiologic Transition Model and its effects on populations, cultures and demographics

IV. COURSE OUTLINE

1. Basic Concepts
2. Population and Health
3. Migration
4. Folk and Popular Culture
5. Languages
6. Religions
7. Ethnicity
8. Political Geography
9. Development and Inequality
10. Food and Agriculture
11. Industry
12. Services
13. Urban Patterns

V. LEARNING ACTIVITIES

The following learning activities will be engaged in to enhance student learning:

- A. Regular and prompt class attendance
- B. Presentation of oral reports on topics selected by students or assigned by the instructor
- C. Outlining of each chapter assigned, defining key people and key terms
- D. Group projects in collecting research articles on specific sociological subject matter

- E. Viewing of audio-visual aids
- F. Presentation of written reports/papers on specific subjects

VI. SPECIAL COURSE REQUIREMENTS

Regular and prompt class attendance, reading and outlining of assigned chapters, successful completion of all examinations, and adequate preparation and delivery of group and individual presentations will be required.

VII. EVALUATION

The student will be evaluated in the following manner:

	Possible Points
4 tests at 100 pts. each	400
1 research papers at 100 pts. each	100
2 Journal articles at 20 pts.	40
Discretionary points by the instructor for;	
<u>attendance</u>	50
<u>participation</u>	50
Total Points	<hr/> 640

The final grade will be based on the following scale.

- 571 - 640 = A
- 501 - 570 = B
- 451 - 500 = C
- 401 - 450 = D
- Below 400 = F

* Oral presentation of papers - 100 points each (Minimum 5 pages in length, APA Style) * Summarization of two journal articles - 20 points each (Journal articles are to be two typed pages each)

VIII. REFERENCES

The Cultural Landscape; An Introduction to Human Geography, James M. Rubenstein
13th Edition

Attendance: *The University requires faculty to record attendance each class period.*

**** Any student not present at least 75% of the scheduled class sessions will automatically receive a grade of "D".***

**** Any student present at least 50% of the scheduled class sessions will automatically receive a grade of "F".***

*** You simply cannot obtain the information required for this course if you are not here.**

Plagiarism: involves passing off someone's work as your own. It is not tolerated at the university. Any student found guilty of plagiarism will receive an automatic grade of "F" in the class.

Disability Services for Students

Grambling State University maintains the Office of Disability Services for Students (DSS) to help assure compliance with the rules and regulations set forth by various congressional acts, i.e., the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) 1990. This office has created an atmosphere of opportunity by providing services and mediating considerations for students. The primary goal of the Office of Disability Services for Students is to ensure access for students with documented disabilities and to contribute to the development of self-advocacy and confidence of students with disabilities. We encourage students to take control of their own learning and to discuss the means for arranging types of appropriate support. In addition, we serve as an advocate for students in determining appropriate considerations. The Office of Disability Services is located in the GSU Student Counseling Wellness and Resource Center, it is recommend that you read the handbook located on the GSU Webpage, as it will be a useful reference throughout college and beyond or visit and/or call the center on campus 318-274-3277.

Cell Phones Etc. *Usage of cell phones, I pods, and MP3s are prohibited in this class. **Students who do not turn off their cell phone during the class session will be expelled from class.** Headgear (caps, hats, etc.) should not be worn in this class. The University still maintains the traditional notion that male students are prohibited from wearing hats, caps, and/or other head gear in classrooms.*