Contemporary Urban Issues UST 302 Section 501

Time: Web-based
Instructor: Dr. Ronnie Dunn
Office: Urban Affairs Building, Room 314
Telephone: (216) 687-5494
E-mail: Use Blackboard Learn email as primary email contact and r.dunn@csuohio.edu as secondary
Office hours: Tuesday & Thursday, 10 am – 12:15 or by appointment

Course Description:

This is an upper-level undergraduate course that examines the physical, social and economic dimensions of life in urban America with an emphasis on minority communities in general and African Americans in particular. We will explore the dynamics of race and class in American cities. An interdisciplinary approach will be used to study contemporary issues such as poverty, education, housing, policing, and race and the criminal justice system.

General Education Requirements:

This is an African-American Experience course that fulfills the General Education Breadth of Knowledge Skill Area requirements in Writing, Writing Across the Curriculum (WAC), and Information Literacy.

Course Objectives:

The purpose of this course is to provide students with scholarly and practical skills. By participating in the course, the student is expected to gain a greater understanding of:

- Issues and challenges confronting urban America
- Public policy and politics relative to race and ethnicity
- An appreciation for diversity
- And enhanced writing, research, critical thinking, and analytical skills through course assignments and a final paper.
Course Requirements:

This course will consist of readings, presentation of online lectures, audiovisual materials, and written assignments. Because the course is web-based, the interactions, discussion of issues presented in the class, and examinations will occur online. Therefore, it is imperative that students taking the course are familiar with computers and the Internet and readily have access to both. Students are expected to complete the assigned readings and assignments in accordance with the class schedule, as well as participate in the online class discussions. Exams will be based on material from each of the above sources. Completion of assignments and participation in online activities are necessary to do well in the course.

WAC Requirements:

In order to earn WAC requirements each student must complete writing assignments equivalent to 3,000 to 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1” margins). Students must write an 8-10 page (2000 word minimum) book review of one of the supplemental readings assigned in this course. This paper must be written at a minimum of a “C” skill level. However, if your writing is weak, yet you demonstrate an understanding of the course material and meet all other course requirements, you may receive at least a “D” grade, but will not receive WAC credit for the course. A preliminary draft of this paper will be submitted and feedback will be provided by the professor. You should make the appropriate revisions prior to submitting the final paper. This paper must be typewritten or word-processed in double-spaced format. Papers must conform to the Manual of Style of the American Psychological Association. Grammar and spelling will be graded.

Book Review Guide

Students’ term papers should discuss their selected book’s subject matter and provide a critical analysis of the topic and the author’s work. You should ensure that the following items are addressed in your book review and include at least three outside references e.g. journal articles, scholarly books, newspaper articles related to the book’s subject matter. At least one of these references must come from a scholarly journal. The following items should not read like items on a checklist but rather should be incorporated into a fluid narrative discussing the book and providing your perspective supported by reference material. These are the minimal requirements that should be included in your papers.

1. Discuss the primary social issue(s) addressed in the book.
2. The research question or hypothesis?
3. The author’s thesis or primary argument?
4. The population primarily affected by this issue?
5. The setting or social context within which the issue occurs?
6. The current status of research and public policy regarding the issue?
7. The type of research methods and analysis used by the author in the text? E.g. Quantitative (statistical) or qualitative (interviews/observation).
8. The type of data the author uses to support his position?
9. Notable quotes, statistics, and research findings or information regarding the subject matter.
10. The author’s conclusions, recommendations, and their policy implications.
11. Your critical analysis of the author’s work. Note particular merits and weaknesses of the book and comment on its significance relative to the subject matter.
12. Three outside references.
13. And supporting evidence for your position.

**Written Assignment Evaluation:** Evaluation of student papers is based on the following criteria:

(1) **Focus** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.

(2) **Development** – Incorporate quotes, paraphrases, examples, inferences, reasoning, and opinions to support your hypothesis.

(3) **Organization** – Is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format required for this course?

(4) **Style** – Style relates to the sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for an upper level college assignment?

(5) **Mechanics** – Refers to the punctuation, spelling, and grammar. **Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words. Spell-check your work!**

For students with difficulty writing it is suggested that you utilize the Writing Center located in Main Classroom 321. Please contact the Writing Center Director if you need assistance using this service (m.murray@csuohio.edu, extension 6982).

**Information Literacy:**

*Information Literacy skills* requires that students address the ethical and legal uses of information. Plagiarism may result in the student receiving a failing grade for the piece of work involved. At times you may want to quote, or state directly, what an author has said. Remember to set off quotations in quotation marks and to document them according to the style you are using. If you derive your paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons: (Thomas 1999; Hamilton 2004; Franklin 2006). Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of the author’s words or ideas. Paraphrasing adds weight to your arguments. Where possible maintain the intent of the original passage, or if synthesizing the work of several authors use the style indicated above.

**University Policies and Deadlines:**

Academic integrity is one of the highest values and a basic standard within academia. All work submitted by students, including weekly assignments and the final paper, are
expected to be their own and to have been completed to meet the requirements of each specific assignment. Plagiarism is an act of academic fraud and a serious offense which can carry penalties up to expulsion from the university. While it is acceptable and customary to cite the work of other authors the work must be properly referenced in adherence with the appropriate manual of style, which is APA for this class. It is strongly advised that all students familiarize themselves with the policy on Academic Misconduct found in section 3.1.2 of The Student Code of Conduct.

In order to help address issues regarding plagiarism and the proper use of other people’s writings, you must submit your book review draft and final paper through the plagiarism detection service Turnitin.com which is embedded in Blackboard to ensure the legal and ethical use of other’s work. All students must enroll in the site posted under Resources in Blackboard using the following class ID and password:

* Class ID: 14402861
* Password: csuviking17

Students with Disabilities:

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Important Dates:
- For the current semester, the deadline for dropping a course is January 27, 2017.
- The last day to withdraw from the course is March 31, 2017.
- The final exam week is May 6 – 12, 2017.

Class Assignments:
Students are responsible for responding in writing to questions related to the assigned readings for each week. Responses to each question should be in essay format and answer each part of the question thoroughly. Questions for each week are in Blackboard under the Course Content for each week and are due by 6 p.m. of the Monday following that which the readings are assigned e.g. responses to questions for readings from the week of January 12th are due on January 19th. The book review draft and final paper are to be submitted through Turnitin.com on the due dates stated in the syllabus. There is no week lag time for these assignments.

Late assignments will be penalized. Each day that an assignment is late 1/3 of the available points for the assignment will be deducted from the final grade for that assignment. Points will not be given for assignments more than three (3) days late.

In that the class addresses “contemporary” urban issues, students should stay abreast of local and national current events relative to the subject matter by reading the newspaper, listening to the news, and accessing other online “credible” news sources regularly. Students should consult various media outlets in order to obtain a broader perspective on issues.
Grading:

Family History 5%
Weekly class assignments 20%
Midterm and final exams (20% each) 40%
Book review draft 10%
Final book review 25%

100%

Percentage of possible points:

A = 94 – 100 %
A - = 90 – 93
B+ = 87 – 89
B = 83 – 86
B - = 80 – 82
C+ = 77 – 79
C = 70 – 76
D = 60 – 69
F = 59 and below

Grades of “I” and “X”

X – The grade of “X” may be assigned when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the period. An “X” automatically becomes an F if not resolved by the last day of instruction of the following semester. An “X” also will be assigned by the University Registrar when no grade is submitted by the professor.

I – Incomplete. The “I” grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An “I” grade can be assigned when all three of the following conditions are met:
1. Student is regularly attending/participating in the class and has the potential to pass the course.
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the professor; and
3. Student has notified the professor prior to the end of the grading period.

Required Text:


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Readings on Electronic Reserve

Articles provided by the instructor are on Electronic Course Reserve (ECR). In order to access readings using the new ECR system, students must type in the professor’s last name (Dunn) on the ECR webpage and enter the password for this class: 7950.

Supplemental Readings:


*This text is available to students through ECR.*


OR


*This text is available in electronic format at a reduced cost.*

Students have the option of choosing either of the supplemental readings for their book review, and should attend class before purchasing the supplemental reading. Each of the books should be available in the campus bookstore. A copy of each will also be on reserve in the main library on campus.

Course Outline and Reading Schedule

Week of January 16:

View Dr. Martin Luther King’s “I Have a Dream” speech.

Historical View of Race Relations (Blackboard)

Article (ECR): *White Privilege Shapes the U.S.* (Jensen)

Article (ECR): *30 Years after Kerner Report, some say racial divide wider* (Karl & Smith)

Assignment: Family History – Write a brief two-page family history. Discuss your family’s place of origin, racial/ethnic background, where your family immigrated or migrated from, and what brought them (or yourself) to the Greater Cleveland area. Discuss family member’s occupations and aspirations. Interview older family members for information on your family’s history (to the extent possible).
Week of January 23:  
*Kellogg & Swetkis, Chapter 1: Changing Demographics in the American City;  
Introduction: Challenges and Opportunities;  
Demography, Geography, and History of Urban America  
Introduction  
*Ethnic Enclaves and Cultural Diversity* (Guest and Kwong);  

IAT Exercise: Go to the website [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/), read the instructions and take the racial preference test. Please record your test results on the Blackboard discussion page. (Do not be too upset by your test results, we all very likely harbor some racial preferences that we are unaware of or may not be comfortable acknowledging.)

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Week of January 30:  
*Kellogg & Swetkis, Chapter 1: Demography, Geography, and History of Urban America  
Philadelphia's Space in Between: Inner-Ring Suburbs Evolution* (Green-Leigh & Lee)  
**Family History due**

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Week of February 6:  
*Kellogg & Swetkis, Chapter 2: Poverty, Class, & Race  
Introduction  
*Disentangling Poverty and Race* (Johnson)  
Article (on Blackboard) *What Part Family Plays in Poverty* (Luscombe)  

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Week of February 13:  
*Kellogg & Swetkis, Chapter 2: Poverty, Class, & Race  
Beyond Segregation: Toward a Shared Vision of Regions* (Orfield)

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Week of February 20:  
*Kellogg & Swetkis, Chapter 3: Housing & Neighborhoods  
Introduction  
*Into Oblivion: Cleveland, Ohio, 2006* (Katz)

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Week of February 27:  
*Kellogg & Swetkis, Chapter 3: Housing & Neighborhoods  
Effects on Gay and Lesbian Access to City Institutions* (Kane & Haylsett-McCall)

Midterm review posted
Week of March 6:

Midterm Exam Monday, March 6th
Exams (midterm and final) will be administered online. The exams will be available during a 24-hour window at which time students may take the exam in order to accommodate the variation in student’s schedules. The exams are time-limited, thus once the student has started the exam it must be completed at that time.

Week of March 12-19 Spring Break

Week of March 20:
Kellogg & Swetkis, Chapter 4: Urban Governance
Policy makers versus citizens: Implications of competing values when crafting public policy (Swetkis)

Week of March 27:
Kellogg & Swetkis, Chapter 4: Urban Governance
Race and the Relevance of Citizen Complaints against the Police (Dunn)
Online Article: Behind the Death of Timothy
Thomas: http://www.msnbc.msn.com/id/4703574

Week of April 3:
Kellogg & Swetkis, Chapter 5: Education & Urban Schools
Introduction
Context-Conscious Portraits and Context-Blind Policy (Sleeter);
Native American Education in Chicago: Teach Them Truth (Beck)
Book review drafts due

Week of April 10:
Kellogg & Swetkis, Chapter 6: Urban Health
Introduction
My Children Need Medicine” Health Care and Illnesses (Fizico);
Urban Sprawl and Public Health (Frumkin)

Week of April 17:
Kellogg & Swetkis, Chapter 7: Technology Issues in the Urban Environment
Introduction
How the Media Compounds Urban Problems (Dreier)

Book review drafts returned

Week of April 24:
Kellogg & Swetkis, Chapter 8: Sustainability
Introduction
Food Security: An Ecological-Social Analysis to Promote Social Development (Kaiser);
Week of May 1
  Book review due May 1st
  Final Exam Review

  IAT Exercise: Retake the racial preference test and compare and post your results on the discussion board in Blackboard. Note any changes in your results and your feelings regarding your results.

Final Exam Monday, May 8th

*The schedule and assignments may change at the discretion of the instructor.
GUIDELINES FOR FOCUSING ON LEARNING IN ON-LINE CLASS DISCUSSIONS

1. Be open-minded and don’t feel compelled to always be right. Welcome others’ thoughts and opinions as a way to better understand the potential limitations of your own assumptions and an opportunity to grow. It is good to have and hear from others that think differently than you.

2. If the instructor has posted multiple part questions, make sure that you respond to each part when posting your message.

3. Put yourself in the shoes of the person with whom you are communicating. Make sure that you send a message that will be understood in the manner that you intended. Remember that what we intend to say, and how someone else perceives what we say, often differ. In successful communication, the two are one and the same.

4. Use personal statements like “I” rather than “you…”

5. Clarify first what was said before you challenge someone, e.g., “If I understand you correctly, you believe…”

6. Don’t avoid discussing difficult or sensitive issues. Deal with them courageously without lapsing into superficial politeness that avoids healthy debate.

7. Think through your response before you type it on the discussion board. It may even help you to type it out in “Word” first (using spell-check when necessary!!) and then cut and paste it (avoids typos too!)

8. Remember, once you post a message, it cannot be retrieved so make sure that the language you use is appropriate and respectful.

Adapted from CIIS Intro to Transformative Leadership, Petty Perris, and by Wendy Kellogg’s adaptation of a CSU division of Minority Affairs and Community Relations and the Department of Human Resource Development and Labor Relations workbook.
Using BlackBoard at CSU

1. Login to BlackBoard, http://www.csuohio.edu/elearning/blackboard/. Use your CampusNet ID and password. Once logged in, you will see the course in your account.

2. USE THE CHECK BROWSER FUNCTION IN BLACKBOARD (Upper right corner of screen in BlackBoard). This will step you through the process to ensure that your browser is compatible with BlackBoard. You may have to install some things such as Java. The browser check up also requires that you enable java, enable cookies, and disable pop-up blockers for BlackBoard sessions. Again, complete the browser check up and you should be in business. It will save you a lot of grief down the road.

3. If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the Ask eLearning knowledge base. A link is provided from the BlackBoard login page. http://www.csuohio.edu/elearning/blackboard/ .

4. Technical help is available from the CSU call center. Email call.center@csuohio.edu or call 216.687.5050.

RESOURCES FOR STUDENTS:

http://urban.csuohio.edu/courses/
http://www.csuohio.edu/elearning/blackboard/index.htm - check out student faqs and tutorials
http://askelearning.csuohio.edu

TROUBLESHOOTING/TECHNICAL HELP:

1. Students who need technical assistance should first consult the Ask eLearning knowledge base at: http://askelearning.csuohio.edu. Students can search the knowledge base for relevant articles and submit general technical support questions.

Questions submitted to the Ask eLearning knowledgebase are answered daily during normal business hours. Students can generally expect a response in less than one business day. Questions can be submitted 24 hours a day for response during the next business day.

2. For urgent or specific problems, students who need technical support can contact the Call Center via phone (216-687-5050), the web (https://fsem11b.csuohio.edu/WebProbl.nsf), or email (call.center@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response.

The Call Center will either resolve the problem or submit a help ticket to the Center for eLearning. eLearning students should receive a response to help tickets either next business day for items submitted after 3 pm or the same business day for items submitted before 3 pm.
Call Center hours vary during the academic year. Consult the Call Center web site http://www.csuohio.edu/ist/callcenter.shtml for specific hours of operation.

3. Students can also access Blackboard Tutorials and other help documents. Consult the Ask eLearning knowledgebase or look for links on the blackboard login page.

Course CONTENT related questions should be directed to your instructor.

Cleveland State University: Urban Studies Computer Labs & Hours

Location
Urban Rooms 39 and 40, Lower Level.

Information
UR 40 is the primary student computer lab with 33 stations. UR 39 is a teaching lab with 16 stations and is also used when UR 40 is overloaded. Every urban student has an active account within the computer labs. You must be a student of the Urban College in order to use the labs. The labs are PC based with a Windows 2000 operating system. Both labs have an overhead LCD projector for instructional use.