This is an upper level undergraduate course that addresses the black/African American experience in American cities. (Conceptually, black is a racial identification and African American an ethnic one. The latter will be used in the course and cover both aspects.) The course focuses on how current issues directly and indirectly affect African Americans. To understand both the issues and their outcomes, history as well as contemporary analysis will be consulted.

The course satisfies the General Education requirement for the *African American Experience*, GenEd 08, and the skill areas of *critical thinking* and *information literacy*. In addition, the course also fulfills the *Writing across the Curriculum* requirement. Information on all these requirements are available on the CSU website as well as later in this Syllabus.

**Focus**

African American experiences in the American city is the primary concern of study. This will be a comprehensive overview of the urban outcomes of the dynamics of American society. In addition, the course will examine how academics and other researchers have viewed this experience, in particular researchers in the field of Urban Studies.

**Scope**

The course focuses on current outcomes in American cities. Primarily, the focus is on the larger cities and the metropolitan complexes in which they are often embedded. Though a significant number of African Americans live in rural and small towns, the course looks at the larger urban experience primarily.

**Course Procedures**

After the opening lectures, some class sessions will have two (2) segments. Some will have three (3). Some will have a lecture period and a writing “workshop.” Some classes may also have a speaker.

The course is a lecture class but utilizes Blackboard as the web application for the course. As a web application, it can be accessed from any computer. If you use a computer where you work, be aware that some organizations may have software that can interfere with the full function of Blackboard. If you want to access the course from a workplace, it would be prudent to check with an appropriate official to be sure that is permissible and that there are no software or other impediments to its use. Also much of the interaction with Blackboard downloads materials so your experience will reflect the speed of the Internet connection you are using.
A General Discussion Forum will be available on Blackboard. You may post on any political, urban or related topic of interest. It does not have to relate to the course but does need to be about urban or public affairs. Anyone can participate in any general discussion. These are optional and not graded. The instructor will participate as any other participant, not as part of his formal role.

If you do participate in the discussions, you will do so in a professional manner. You will be civil in what you write, thoughtful in what you express and evidence oriented in evaluation. Personal opinions and untested ideologies are red flags that tell the world, and colleagues, that you are not an educated person or even ready for serious work in the “real” world.

All materials except for the required textbook will be found on Blackboard. The required textbook is available in the CSU Bookstore. New materials may be posted at any time and thus students need to check the course on Blackboard frequently.

The Midterm and Final Examinations will be in-class tests. All times and dates for all of the course are in the Assignments and Dates Section below.

Office hours are an hour before the class in the classroom. If the classroom is not available we can meet in the Atrium. All assignments that are to be submitted shall be through Blackboard. Blackboard has a Course Message tool and any member of the class as well as the teacher can be sent a message there. There is also an Assignment Tool. Assignments are to be submitted via this Tool. Graded assignments will be returned via the Tool. Blackboard records the grades for assignments submitted via it and these can be checked at any time. However, Blackboard is not used for all the grades or to calculate the final course grade.

Finally, Blackboard permits announcements and other course information. As all relevant information will be posted on Blackboard, it is not possible to be unaware of requirements. Failure to consult Blackboard frequently is no excuse. If any posting on Blackboard raises questions, be sure to ask, either by asking a question in class, sending a course message or posting in the relevant Class Discussion Forum on Blackboard.

**Course Requirements**

The Midterm Examination shall be a short answer test. The Final Examination will be a combination of short answer and essay. The Final will be administered at the scheduled time, Monday of exam week. The time and dates for all requirements is listed in a separate section of the Syllabus, Assignments and Dates.

All papers are to be in word processor format – Word, WordPerfect, Open Office, LibreOffice, etc. - with one inch margins on top, bottom and sides. Use a 12 point typeface (font) with double spacing. PDF files are not accepted. All papers will have comments as noted below in the Grading Section and inserting comments is very difficult.

*The Black female is assaulted in her tender years by all those common forces of nature at the same time she is caught in the tripartite crossfire of masculine prejudice, white illogical hate and Black lack of power.*

Maya Angelou
in pdf files. **Late papers lose points!**

Each student will also write a **Think Paper**. A **Think Paper** is an essay on a specific topic covered in the course. A **Think Paper** is to be two (2) to three (3) pages, one inch margins and double spaced. In a Think Paper you analyze the topic, looking at it from a perspective or perspectives that illuminate it for you. The **Syllabus** has more details about **Think Papers** in a section below.

You may submit a draft of the **Think Paper**. The draft is an option, not a requirement. The draft will be graded and returned with comments stating why the grade. You may redo the **Think Paper** if you are not satisfied with the grade. If you are satisfied with grade, you have completed the assignment.

Each student will write a **Book/Movie Review** on a book or movie listed in the **Reading List for Book Review Selection Section** and **Movie Section** of the **Syllabus**. The **Book/Movie Review** will be from four (4) to six (6) pages in length. More details about **Book Reviews** are in a section below, **Effective Reading and Book Critique**. The main section of the **Book Review** will focus on what the book means for African Americans in particular. There is an Urban Classics bibliography at the end of the **Syllabus**. Relevant books from this list may be reviewed also. **Check with the teacher before selecting from the Book or Movie lists by sending a Course Message with your choice**. You may also select a book or movie not on the List for instructor approval. Any movie or book not listed needs the approval of the instructor. A List of the books/movies selected will be posted on the homepage. Each student must review a unique book or movie.

A draft of the **Book/Movie Review** is required. This will be graded and returned. If the grade is satisfactory, you need not complete a final version. The grade on the draft will be the grade for the assignment. If you don't find the grade satisfactory, you may submit a final version by the due date.

Each student will write an **Urban Analysis Paper**. This will be a paper in APA style format and ten (10) to twelve (12) pages in length. Information on the APA format can be found at [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) The paper may trace the history and consequences of significant urban events; may examine the life and times of a major urban actor; or examine the dynamics of an urban issue or problem. All papers must specifically note how the event, person or issue/problem affects or affected African Americans. More details on this paper is in a separate section below.

An Outline of the **Urban Analysis Paper** is required. The Outline should list the section headings and describe in a few sentences the content of each section. The Sections should be in a logical order that develops the argument of the paper. The outline must list at least five (5) references that will be used for the paper. Ten (10) percent of the grade of the **Urban Analysis Paper** will be allocated to the outline.

A **Power Point Summary** of the **Urban Analysis Paper** will be posted on Blackboard as class resources. The summary should have no more than six (6) slides including a title slide with the name of the student on it. Every student will have access to the Power Point file and thus all of the student research done in the course. This will be very useful information for understanding the dynamics of cities and how they affect African Americans.

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*Jane Jacobs*
Americans. As these will be available before the paper is due, students will have time to read them for potential use on the Final Examination.

The book or movie for the Book/Movie Review and the topic for the Urban Analysis Paper are to be selected by the student. Some examples of topics are listed in the Syllabus. The selection is made by sending the instructor a course message via Blackboard with your selection. A List of what has been selected will then be posted on Blackboard and updated as selections are made. Each student must have a unique book/movie and topic; books, movies and topics are reserved in the order received so if you have a selection in mind reserve it as soon as possible. Each student must write a unique book/movie review and topic for the Urban Analysis paper.

**Learning Outcomes**

An attentive and participating student should have the following capabilities by the conclusion of the course.

1. Understand the nature and process of science;
2. the utility of a scientific perspective for understanding the world;
3. the ability of use scientific concepts in the “real” world;
4. the knowledge needed to understand scientific and professional literature;
5. dissect and critique data, both quantitative and qualitative analysis;
6. able to write at a professional level and address different audiences;
7. conceptually know American urban development, and
8. most importantly, keen awareness of urban dynamics in contemporary urban life with particular attention to the African-American experience.

These outcome hone student skills in information literacy, especially outcomes 3, 4, 5 and 6; critical thinking is facilitated by understanding and applying scientific concepts to urban analysis; writing is the visible demonstration of critical thinking and students are required to write critical analytical papers, such as a Think paper that applies concepts to an event or process and a final urban analysis on a significant urban event, person or process. The writing is extensive and satisfies the WAC requirement.

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Research Resources

The Reference Librarian of any library can be a big help with such projects. This is particularly the case with research libraries such the Cleveland Public Library and the Michael Schwartz Library here at CSU. At the CSU Library, Diane Kolosionek is the Librarian for Urban Studies and is very helpful. Her phone number is (216) 802-3358. You can schedule an appointment with Diane by going to http://library.csuohio.edu/services/librarians.html

Note that the Cleveland Public Library is also a research library. They have an excellent collection on Cleveland and Government Documents. The reference librarians there offer exceptional service. Moreover, there is a Public Administration Library in Cleveland City Hall on the first floor. This part of the Cleveland Public Library specializes in materials for practicing public administrators. The hours of the Public Administration Library are those of City Hall so it is open only during the working hours of the day.

Textbooks and Readings

The required textbook is listed below and available in the CSU Bookstore. All other required readings will be available on Blackboard. If a reading has no author listed, the professor is the author. Most of those publications are in the form of a handout.


Grading

Graded papers will be returned to students with comments in the file. Papers may be submitted in any word processing format. No pdf files will be accepted! Comments will be enclosed in brackets, [ ]. Thus, if you search the paper for a left bracket ([], you will find all the comments. Comments in the body of the paper react to specific statements, from questioning the validity to congratulating for an insight. Comments at the end of the paper detail why it received the grade it did. Comment [ww] indicates the wrong word was used and [sp] indicates a misspelling. Half a letter grade is deducted for bad grammar and incorrect word usage.

The final grade will be a weighted average of the following items with the following weights.

Think Paper 5%

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Book/Movie Review 15%

Midterm 20%

Urban Analysis Paper 30%
(Includes Power Point File) (10% of the grade allocated to the Outline)

Final Examination 30%

For purposes of calculating the final course grade, all letter grades are turned into numeric scores according to Scale 1 below. The course numeric average is turned into a letter grade according to Scale 2 below.

Scale 1

A+ = 99, A = 95, A- = 92, B+ = 89, B = 85, B- = 82, C+ = 79, C = 75, C- 72, etc., with F = 59 and less.

Scale 2

93.5 and above = A, 89.5 - 93.4 = A-; 86.5 - 89.4 = B+, 82.5 - 86.4 = B; 79.5 - 82.4 = B-; 76.5 - 79.4 = C+, 72.5 - 76.4 = C; 69.5 - 72.4 = C-; etc.

Office Hours

Office Hours will be one hour before class in the classroom. If the classroom is not available we can meet in the Atrium. Other mutually convenient times and even places can be scheduled by contacting the instructor with the Course Message tool.

General Education Statement

This course is approved as a General Education 08 course meeting the requirements for The African American Experience. It meets the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include Critical Thinking and Information Literacy.

African-American Experience Criteria

1. This course has a primary focus on the contemporary experience of African-Americans and maintains the perspectives, experiences and/or achievements of African-Americans themselves as central to the course.

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2. This course provides students with knowledge of how the field of Urban Affairs studies and analyzes the African-American experience.

3. This course provides students with a theoretical and empirical framework for understanding inequality and the distinguishing aspects of the African-American experience.

**Skill Area: Critical Thinking Criteria**

1. This course requires that at least 15% of the student’s grade in the course is based on an evaluation of critical thinking.

2. This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

**Skill Area: Information Literacy**

1. Designate that at least 15% of the student’s grade in the course is based on an evaluation of information literacy.

2. Require students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.

3. Require students to address the ethical and legal uses of information.

**Writing Across the Curriculum Criteria**

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1” margins) in writing assignments (which may include drafts).

2. Final versions of at least one assignment should total at least 2,000 words (eight pages).

3. The course teaches students writing-to-learn strategies that foster students’ experiences in learning, and writing-to-communicate strategies that foster students’ respect of readers’ experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments.

4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.

5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide: [http://www.ulib.csuohio.edu/research/vrd/citations.html](http://www.ulib.csuohio.edu/research/vrd/citations.html); or go to the APA website, [http://www.apastyle.org/](http://www.apastyle.org/)

6. There will be writing assignments throughout the semester.

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Jane Jacobs
7. The course will address the needs of students regarding library competency.
8. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

Effective Reading and Book/Movie Critique

Reading a book is reading a mind. A classic book is a "recorded mind" that has seen and is sharing a new world. Thus, to understand effectively a book one must be able to stand in the shoes of the author. Good movies are visual books, recording the mind of the writer and director.

Carefully reading the Preface is an effective way to ascertain the author’s purpose. Most authors briefly summarize what they are trying to do and some even why they did it. Similarly, watch for a statement at the beginning or end of a movie that may note why the Director and Producer made it.

Once you grasp the purpose, note the names and order of the chapters. In a movie note the sequences of action. The perspective and overall view of the Director/author is disclosed by chapter order and content. (This is why some DVD's and blu-ray talk about a “Director's Cut.”) Similarly note subsections within chapters/movements within a scene and how these relate to the scene/chapter. Finally, note how the Director/author explains people and events. Does she see these as outcomes of human action? If so, how does she explain human action? Does she capture the psychology as well as the sociology, that is, the thoughts that prompt action as well as the social setting of the actor? What role is assigned chance? Does her outcomes appear to follow logically her causes?

When analyzing a book that involves research, be sure to identify the following. These, along with the information above, should be incorporated into a well written narrative.

(I) Discuss the primary issue(s) addressed in the book;
(2) Identify the research question or hypothesis the author presented;
(3) Indicate the author's thesis or primary argument;
(4) Identify the segment of the population primarily affected by this issue;
(5) Indicate the social context or setting within which the issue occurs;
(6) Discuss the current status of public policy relative to the issue presented in the book;
(7) Discuss the type of analysis, if applicable, conducted in the study [i.e. quantitative (statistical) or qualitative (interviews)];
(8) What type of data the author used to support his position;
(9) Discuss notable quotes and/or data/information presented in the book;
(10) The author's conclusions, recommendations, and the policy implications;
(II) Your critical analysis of the author's work;
(12) Supporting evidence for your position.

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By using the above criteria, you should be able to understand and critique any author intelligently. Reading time should be reduced while comprehension increases. Who knows, you may even write a book yourself someday.

For a movie, you can analyze the overall organization of scenes. How did the Director interpret key characters? Do the characters act consistent over scenes? How do characters represent their positions or cultures? Are the interpretations and actions consistent with how activities occur in a city? Finally, how does the movie see urban dynamics and the effects on African-Americans?

**Check with the teacher before selecting from the Book or Movie lists by sending a Course Message with your choice.** You may also select a book or movie not on a list. Any movie or book not listed needs the approval of the instructor. A List of the books/movies selected will be posted on the homepage. Each student must review a unique book or movie.

### Writing an Urban Analysis Paper

For this paper, a student will select a major event, person or issue and analyze its dynamics. The focus is on how the issue plays out in city life and how it affects citizens, particularly African Americans. In the paper, sources must be cited according to the APA format. At least five (5) sources must be cited that are from relevant literature not used in the course. Do not cite Wikipedia; you can use Wikipedia to help find sources. Cite the original sources themselves.

Two useful sources for general information are the Encyclopedia Britannica (EB) and the Oxford English Dictionary (OED). Previous editions of the former is available as home software at a relatively low cost as well as an online subscription. Don't use other Encyclopedias as they do not use scholars to write the materials. All the articles in the EB are written and signed by respected scholars. OED traces the roots and origins of all words used in the English language. The knowledge of the roots can be very insightful as what labels and words are used to describe a phenomenon illustrate how it is perceived. Perception is how information is processed and the processing is the root of knowledge. Thus fields of study such as Urban Studies develop distinctive perceptions for the study of phenomena. As a student you need to understand these perspectives. For example, race is a critical concept in the study of cities. Learning how this is defined illuminates how race is perceived and thus studied scholarly. The study can help understand how race is perceived generally, that is, how researchers in Urban Studies look at it and the consequences of such perceptions.

The following are examples of topics for an urban analysis. Others can be selected with the consent of the teacher.

1. Urban Education policy, such as No Child Left Behind
2. Hip Hop versus Civil Rights generations

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--- Jane Jacobs
3. Healthcare reform and urban medical services
4. Poverty and the working poor
5. Digital divide and effects of technology on race and class
6. Economic segregation
7. Housing policies, such as the mortgage crisis and policy responses
8. Diversity and relationships among classes and races

Check with the teacher before selecting from Urban Analysis topic list by sending a Course Message with your choice. You may also select a book or movie for instructor approval. Any movie or book not listed needs the approval of the instructor. A List of the books/movies selected will be posted on the homepage. Each student must write about a unique topic.

Writing A Think Paper

A think paper takes one of the concepts developed in the course and applies it to a different situation, a student’s own experiences, etc. It is not a research paper and requires no extra reading. Rather the conceptual material encountered in the course is applied or critiqued, that is, analyzed in terms of its utility for understanding urban, and particularly minority, life. In essence, the paper is an opportunity to re-conceptualize the city, some of your or your family’s past, current concerns, dynamics in a diverse Republic, etc. For example, you can think about why some neighborhoods are well kept while others, with home owners of similar economic status, are less well kept. Another topic is why certain locations are more prestigious than others even if the homes in the former are not as nice or spacious as in the latter.

You need to use concepts and theories to avoid “conventional wisdom.” Conventional wisdom is what people accept as a conclusion with little or any evidence to support it. Often no thought is even applied; people just accept a statement as valid. An educated person questions any conclusion and examines why it was reached. Applying concepts and theory determines what evidence is needed to support a conclusion.

For example, streets in one neighborhood may be better maintained than in another neighborhood. The neighborhood with the less maintained streets may have a majority of black residents and the neighborhood with the better maintained streets a majority of white residents. On the surface, the disparity in street maintenance appears racially based. However, it may reflect that nature of the streets, that is, how the streets are classified for purposes of maintenance. Streets that are state and/or national routes may have additional funding for maintenance. Thus, the classification of the street may drive some of the outcome.

Note that the disparity may still be seen as discriminatory. Analysis has two (2) stages or components. One is descriptive and examines what factors work to create a particular outcome. In the example above, street classification relates to available funding for

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maintenance and thus streets that may seem similar may have different levels of care. This descriptively states why the disparity occurs. To determine if the disparity is discriminatory, value analysis is needed. This type of analysis applies norms to assess the “goodness” of the situation. Descriptive analysis finds “what is” and normative analysis assesses “what should be.” Normative analysis should only be performed after a situation is descriptively understood. An educated person can lay aside values while analyzing descriptively. Normative analysis is then done if the descriptive analysis is adequate, that is, explains what is. Uneducated people tend to be normative in orientation and do little preliminary descriptive analysis. They lack the tools – concepts and theories – for doing effective descriptive analysis. The tools for analysis, both descriptive and normative, are the primary benefits of a liberal arts education.

Hints at Effective Study

In all too many cases students waste considerable time and effort in study. (Students who do not study are irrelevant.) The waste is inexplicable given that students pay, or borrow, a minor fortune to attend college. Fortunately, effective study does not require a major change in the time spent for most students and, in fact, for many it will mean a decrease in time spent at study.

The first skill for effective study is to learn how to read. The section above deals with that topic. The second skill is to learn to think conceptually. Conceptualization is organizing reality according to some basic categories. A student with this skill can readily comprehend a new "thing" by placing in the context of other things. (Note that many philosophers, most notably Immanuel Kant, found the organization of the world to result from categories in our minds. Thus, how well we categorize determines how successfully we cope with the world.)

An example of a concept is an economy. Learning is not assigning names in a rote fashion; rather it is using the concept to explain things. Economy means there is an incentive system, a set of rewards and punishments for action. Thus, one can attempt to explain actions of people by how they perceive and act within a system of incentives; that is, the type of economy they experience. Economists believe that people will do only those things for which they receive adequate rewards. Furthermore, people will engage in relationships only because they expect to receive sufficient value from the interaction. Therefore, an economic perspective explains the "why" of human behavior with the use of concepts relevant to an incentive system.

In a course, the key to easy learning is to grasp the purpose of the course and how the lectures and the readings relate to the purpose. Purpose in this sense is similar to the theme of a musical piece or literature. In essence, a course should argue (in a technical sense) that a phenomenon can be understood best by a particular perspective and demonstrate why that is so. Or by a combination of perspectives. By understanding the purpose and grasping the relations among the lectures and the readings, a student can

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   Jane Jacobs
quickly put any specific bit of information into a useful pattern. This makes new material easy to understand as its place in the pattern can be determined. More importantly, all that one needs to remember is the pattern. This avoids getting lost with facts, seeing only trees and not the forest. Finally, learning to conceptualize should make daily life more understandable. Ideally, you should be able to "see" a different world than when education started. If this is not happening in this or any other course, be sure to ask questions until you can grasp the pattern and organize the facts. You have a "live" professor (presumably; at least on most days) so that you can ask questions and engage in a dialogue. Take advantage of that situation.

Honor Code

The Urban Studies Program does not have a formal Honor Code. Often, a program requires students to sign such a Code which details the ethics that should guide behavior of both Faculty and students. Any questions about the Code should be asked prior to engaging in any behavior that one thinks may be under its provisions. The Professor will enforce an Honor Code that includes but is not limited to the following:

1. Each student shall treat all students and their opinions with respect.
2. Each student shall diligently complete all assignments.
3. A student shall do his or her own work. Any work taken from others will be correctly footnoted and acknowledged.
4. All problems with any aspect of the class or with any other student shall be reported to the Professor in a timely fashion.
5. The Professor shall clearly state course goals and how these relate to professional needs.
6. The Professor shall treat all students in a similar and just fashion, varying any treatment to meet course goals and/or the specific needs of a student.
7. The Professor shall timely return all assignments, complete with explanation of why they received the grades they did.
8. The Professor will answer all relevant and appropriate questions and be available to meet with students at stated times.

Punishment for failure to comply with the above provisions will be fair, formal and clear. In the case of rule 3, intentional plagiarism, the unacknowledged use of another’s materials as one’s own with the intent to do so, a second violation will result in an F for the course. The grade of F is recorded as a zero (0) points for the specific assignment. The punishment reflects the nature of the crime; it is repugnant to personal, academic and professional integrity.

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Assignments and Dates

Holiday, Martin Luther King, Jr., Day, Monday, 16 January

First Class Meeting 4:30 PM, Wednesday, 18 January, UR 106

Think Paper, draft, due Wednesday, 15 February (optional submission)

Think Paper, two to three (3) pages, one inch margins, double spaced, due Wednesday, 22 February

Midterm Examination, UR 106, 4:30 – 5:45 PM, Wednesday 9 March

Spring Break, 12 – 19 March

Last Day to Withdraw from the Course, 31 March

Book/Movie Review, draft, due Wednesday, 22 March (returned Friday 24 March)

Book/Movie Review, four (4) to six (6) pages, one inch margins, double spaced, due Wednesday, 29 March

Urban Analysis Paper, Outline, with five (5) references, due Wednesday 12 April

Power Point Overview of Urban Analysis Paper, six (6) slides including a Title Slide with the name of the student on it, due Wednesday 19 April

Urban Analysis Paper, ten (10) to twelve (12) pages, one inch margins, double spaced, due Wednesday, 3 May

Last Day of Class, Wednesday 3 May

Final Examination, UR 106, 6 – 8:50 PM, Monday 8 May

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Order of Study

Part I: Background Theory

Topic 1 – Paradigms, Concepts and Theories

Readings

Science: Process and Substance

Siddhartha Mukherjee, The Laws of Medicine: Field Notes from an Uncertain Science, excerpts

Daniel J. Wilson, Science, Community, and the Transformation of American Philosophy, 1860-1930, Chapter 1


Topic 2 – Complexity and Dynamics

Readings

Complex Systems: Introduction and Overview

John Holland, Hidden Order, Preface and Chapter 1

Part II: Governing the City

Topic 4 – Governing American Style

Readings

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Basic European Philosophies at the Time of the Founding of the Colonies and their Derivatives

Philosophical Structure of American Government


Wendy Kellogg, *The 21st Century American City*, Introduction and Chapter 4 (Swetkis) (hereinafter Kellogg)

**Topic 5 – State Government, Local Governments and the City**

*Readings*

Kellogg, Chapter 1 (Guest and Kwong; Green and Lee)

Units and Types of Local Governments

John Brennan and Lawrence F. Keller, *Governance of the Metropolis*

Gerald E. Frug, *City Making: Building Communities without Building Walls*, Chapter 1 [Hereinafter Frug]

**Topic 6 – Forms of Local and Municipal Government**

*Readings*

Forms of Municipal Government

Lawrence F. Keller and Sylvester Murray, *Governing the Administrative City: Leadership and Management in the Contemporary City*

**Topic 7 – Citizens, Interests and Policies**

*Readings*

Kellogg, Chapter 7 (Kellogg and Mathur)

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Jane Jacobs

Part III: Public Policies

**Topic 8 – Infrastructures**

*Readings*

American Society of Civil Engineers, *2013 Report Card for America's Infrastructure* (Read the Executive Summary and sections of interest)  
[The Report can be accessed via a link the Topic 8 folder in the Readings Folder on Blackboard.]

**Topic 9 - Education**

*Readings*

Kellogg, Chapter 5 (Sleeter; Beck)


**Topic 10 – Housing**

*Readings*

Kellogg, Chapter 3 (Katz; Kane and Hayslett and McCall)


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Topic 11 – Healthcare

Readings
Kellogg, Chapters 6 (Fixico; Frumkin) and 8 (Kaiser)

Topic 12 – Social Order

Readings
Kellogg, Chapter 4 (Dunn)
Sylvia L. Thrupp, *The City as the Idea of Social Order*, in Oscar Handlin and John Burchard, eds., *The Historian and the City*

Topic 13 – Economic Development

Readings
William Bridges, *Job Shift: How to Prosper in a Workplace without Jobs*, Preface and Chapter 1
Jane Jacobs, *The Economy of Cities*, Chapter 4

Topic 14 – Energy and Utilities

Readings
Kellogg, Chapter 7 (Kellogg and Mathur)

*Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.*  Jane Jacobs
Part IV: Outcomes and Community

Topic 15 – Citizens and Politics

Readings

Kellogg, Chapter 7 (Dreier)


Topic 16 – Citizens and the Economy

Readings

Kellogg, Chapter 2 (Johnson; Orfield)


Topic 17 – Citizens and Social Equity

Readings

Lawrence F. Keller, Race and the American City: Living the American Dilemma, Chapter 18 in Galster and Hill

Topic 18 – Citizens and the Future

Readings

Kellogg, Chapter 8 (Lovins and Lovins)

Frug, Chapter 3

Jon C. Teaford, The Metropolitan Revolution: The Rise of Post-Urban America, Chapters 6 and 7

The Black female is assaulted in her tender years by all those common forces of nature at the same time she is caught in the tripartite crossfire of masculine prejudice, white illogical hate and Black lack of power.

Maya Angelou
Reading List for Book Review Selection

Michelle Alexander, **New Jim Crow**
Angelo Ancheta, **Race, Rights, and the Asian American Experience**
David Covin, **Black Politics after the Civil Rights Movement: Activity and Beliefs in Sacramento, 1970 - 2000**
Shanti Das, **Hip-Hop Professional: A Woman's Guide to Climbing the Ladder of Success in the Entertainment Business**
Jam Donaldson, **Conversate is not a Word: Getting Away from Ghetto**
Andra Gillespie, ed., **Whose Black Politics: Cases in Post-Racial Leadership**
Shawn A. Ginwright, **Black in school: Afrocentric reform, urban youth & the promise of hip-hop culture**
Judi Loren Grace, **The Third Floor**
Steven Gregory, **Black Corona: Race and the Politics of Place in an Urban Community**
John Hartigan, **Race in the 21st Century: Ethnographic Approaches**
Bakari Kitwana, **The Hip Hop Generation: Young Blacks & the Crisis in African American Culture**
, **Why White Kids Love Hip Hop: Wankstas, Wiggers, Wannabes, and the New Reality of Race in America**
Charles Rappleye, **Sons of Providence: The Brown Brothers, The Slave Trade, and the American Revolution**
Josh Sides, **L.A. City Limits: African American Los Angeles from the Great Depression to the Present**
Stephan Talty, **Mulatto America: at the Crossroads of Black and White Culture: A Social History**
Sudhir Venkatesh, **Gang Leader for a Day**
Isabel Wilkerson, **The Warmth of Other Suns**
Roy G. William, **Reds, Whites and Blues: Social Movements, Folk Music and Race in the United States**
Thomas Chatterton Williams, **Losing my Cool: How a Father's Love and 15,000 books beat Hip hop Culture**
Shawan M. Worsley, **Audience, Agency and Identity in Black Popular Culture**

Similar books not listed may be selected with the consent of the teacher. These are examples of the types of books. You can find more by searching for books on black topics by subject matter. If you don't know how to do this, you can ask the reference librarian for Urban Studies, Diane Kolosionek. She will show you how to do so. Her office is Rhodes Tower 110D and her phone number is 216-902-3358. The Library website also has an excellent section on research suggestions and resources.

Almost all books can be obtained via OhioLink if the CSU library does not have them.

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  Jane Jacobs
Some are in other local libraries, such as the Cleveland and Cuyahoga County Library Systems.

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   Maya Angelou
Movie Selection List

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Blackboard Jungle
Boyz n the Hood
Coach Carter
Crash
Do the Right Thing
Freedom Writers
Lean on Me
Malcolm X
Muhammad Ali: Made in Miami
No Way Out (1950)
Precious
Slavery by Another Name
Straight Outta Compton
Tuskegee Airmen

Check websites that list movies; one of the most useful is the Internet Movie Database which is located at: www.imdb.com

Another website is Art Official Media LLC. Though the company is more of a publishing concern it does list its top urban films. Check the following: http://www.artofficialmedia.com/top-50-urban-films.html

Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody. Jane Jacobs
URBAN CLASSICS

Charles R. Adrian and Charles Press, Governing Urban America (any edition)
Edward Banfield, The Unheavenly City Revisited
and James Q. Wilson, City Politics
Gunther Barth, Instant Cities: Urbanization and the Rise of San Francisco and Denver
Peter Berger and Richard J. Neuhaus, To Empower People
Robert L. Bish and Vincent Ostrom, Understanding Urban Government
James Blish, Cities in Flight
Edward Bok, The Americanization of Edward Bok
Christine Boyer, Dreaming the Rational City
Carl Bridenbaugh, Cities in the Wilderness
E. W. Burgess, R. E. Park and R. D. McKenzie, The City
Theodore Caplow et al, Middletown Families
Robert A. Caro, The Power Broker: Robert Moses and the Fall of New York
Fustel De Coulanges, The Ancient City
Robert Dahl, Who Governs
Margaret Leslie Davis, Rivers in the Desert: William Mulholland and the Inventing of Los Angeles
Peter Drucker, The Post-Capitalist Society
Robert Fishman, Urban Utopias in the Twentieth Century
Herbert Gans, The Levittowners, Urban Villagers
Constance McLaughlin Green, The Rise of Urban America
Ebenezer Howard, Garden Cities of Tomorrow
Kenneth Kusmer, A Ghetto Takes Shape: Black Cleveland, 1870 - 1930
LeCorbusier, The City of Tomorrow and Its Planning
Elliot Liebow, Tally’s Corner
Norton Long, The Polity (Especially, "The Local Community as an Ecology of Games")
Martin Mayer and Edward Banfield, Politics, Planning and the Public Interest
Arthur Miller, Time Bends
John H. Mundy and Peter Rusenberg, The Medieval Town
Gordon Parks, Voices in the Mirror
Neil Pierce with Curtis W. Johnson and John Stuart Hall, Citistates: How Urban America can prosper in a Competitive World

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