Course Description
This is an upper-level undergraduate course designed to explore American urban life, with a particular focus on issues of race, class and ethnicity. The class addresses the physical, social and economic dimensions of the urban crisis and emphasizes African-American communities. Many of the topics covered in this course may be controversial and challenge individual opinions. Therefore, do not take differences in opinion personally. Having respect for people with differing opinions is fundamental to an open, educational discourse.

Course Objectives
This course provides students with both scholarly and practical skills. At the end of the semester, students are expected to:

- Understand the core issues and challenges relevant to urban America,
- Be familiar with public policy and politics relevant to urban areas, particularly issues of race and ethnicity,
- Have an appreciation for diversity, including its key benefits and challenges, and
- Improve their writing, research, critical thinking and analytical skills through writing assignments, group discussions, and final exam.

This course uses CSU's Blackboard system to disseminate information (including readings) and collect assignments. Therefore, students must have access to a computer and the Internet. Contact the University Help Desk (216-687-5050) or the Center for E-Learning (http://www.csuohio.edu/elearning/) for issues with Blackboard.

Course Requirements
Students are required to:
1. Read all assigned readings, view all lectures, and watch all films
2. Prepare and submit all written assignments on-time,
3. Provide thoughtful and respectful peer-reviews and
4. Edit written assignments extensively prior to submission.

Required Text and Readings
All readings are required.
Additional required readings are posted on Blackboard (organized by week).
Assignments and Grading

All papers should be well-written, clearly organized, and edited (for content, style and grammar). You should take care to address all of the requirements for each assignment and submit them on-time. The penalty for late assignments is one-third a letter grade per day. For example, an A- becomes a B+ if submitted one day late).

All papers must be submitted as Microsoft Word documents through the Turnitin Assignment feature on blackboard. No other forms of submission will be accepted. As on-line writing across the curriculum course, submitting in Microsoft Word format allows me to provide thorough and detailed feedbacks on your draft papers.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>SPECS</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Weekly Issue Responses</td>
<td>8 @ 1-2 pg</td>
<td>40%</td>
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<tr>
<td>Issue Paper Drafts</td>
<td>4 @ 2-3 pg</td>
<td>20%</td>
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<tr>
<td>Issue Paper Final</td>
<td>1 @ 12-15 pg</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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<td>20%</td>
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<tr>
<td>TOTAL</td>
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<td>100%</td>
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Grading

Letter grades will be assigned based on the following scale:
Plagiarism
This course requires a significant amount of research and writing. No act of plagiarism will be tolerated. **Plagiarism may result in the student receiving a failing grade for the assignment.** The University’s penalties for plagiarism are in the Student Handbook, under Academic Regulations (Policy on Academic Misconduct), see http://www.csuohio.edu/studentlife/conduct/acadegres.html. If you would like additional information regarding plagiarism, see the CSU Writing Center’s statement on plagiarism at: http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html. When you quote, or state directly what an author has said, set off the statement in quotation marks and document the source with an APA-style citation. If you derive a paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons, for example: (Johnson, 1999; Perry, 2004; Smith, 2006). Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of an author’s words or ideas. Paraphrasing adds weight to the argument you are presenting. When paraphrasing, you should maintain the intent of the original passage and/or synthesize the ideas of multiple authors.

Writing Assistance
Students are encouraged to visit CSU’s Writing Center for writing assistance. Call (216) 687-6981 for appointments (Rhodes Tower 124). The Writing Center also provides online help; see http://www.csuohio.edu/academic/writingcenter/index.html for more information and guidelines.

Disability Statement
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.
Course Information

General Education Requirement & Writing Across the Curriculum
UST 302 meets the criteria for the African-American Experience GenEd 08 requirement and for the skill areas of 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 as central to the course.
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 distinguishing aspects of the African-American experience.

Skill Areas:
Critical Thinking: This course emphasizes critical thinking and requires students to use skills that involve the use of content knowledge to identify issues and find solutions.
Information Literacy: This course aims to improve information literacy and requires students to evaluate the accuracy, authority, objectivity, and reliability of information sources.

Knowledge/Skills Objectives: As the course proceeds students will:
• Be exposed to varied ways of analyzing issues within urban systems with a concentration on race, ethnicity and values specific to poverty and wealth in America.
• Identify strategies that exploit change and regard them with respect to the manner in which social change is influenced by a range of social, cultural, historical, political and economic currents.
• Develop skills in the areas of urban spatial analysis; the assessment of public policies and; the application of elementary data analysis in presentations and written work.
• Analyze strategies for their capacity to provide measurable spatial, social, economic and political outcomes including social justice.
• Analyze theories explaining the relationships among urban places and various racial and ethnic groups in America including their social interactions and political transactions.
• Examine the functions of politics, law, and public policy and their responses to urban issues emphasizing those that result from the intersections of people’s physical and social mobility.
• Learn that both cross sectional and longitudinal research are useful in different ways particularly as they influence one’s reasoning and problem solving strategies.
This is a Writing Across the Curriculum course. These are the criteria for WAC courses:

- Require the students to write between 3000 and 5000 words (15-20) pages, double-spaced, in 12-point font, with 1” margins) in writing assignments (which) may include drafts. Final versions of at least one assignment should total at least 2000 words (eight pages).
- Teach 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 should be included.
- Assign writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of papers. This feedback should not consist of entirely mechanical correction of punctuation and grammar.
- Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience and citation.
- Assign writing throughout the semester.
- Where appropriate, address the needs of students regarding library competency.
- Assign writing in English unless the course is specifically geared to improving writing at the 300-level in another language.
- 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 course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
- Maximum enrollment for the course is 35 or 45 with a graduate assistant.

Skill Areas: Critical Thinking
This course requires that at least 15% of the student’s grade in the course is based on the evaluation of Critical Thinking.
- 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 that effectively identifies problems and issues and then using information to resolve issues and solve problems.)

Skill Areas: Information Literacy
This course also promotes the skill area of Information Literacy. This means that the course will:
- Designate that at least 15% of the student’s grade in the course is based on an evaluation of information literacy.
- Require students to evaluate the accuracy, authority, currency, objectivity and reliability of information sources.
- Require students to address the ethical and legal uses of information.
## COURSE SCHEDULE

This schedule is subject to amendment throughout the semester; please check BlackBoard for updates as they occur.

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<thead>
<tr>
<th>Week &amp; Topic</th>
<th>Reading &amp; Film</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1 01/14 Urban History</td>
<td>Readings: Kellogg Ch. 1</td>
<td>Issue Topic &amp; City</td>
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| Week 2 01/21 Urban Renewal & Gentrification | Film: My Brooklyn  
Reading: Kellogg Ch. 2 |                              |
| Week 3 01/28 Economic Restructuring | Film: Braddock, America  
Reading: Kellogg, Ch. 3 |                              |
| Week 4 02/04                  |                                          | Issue Paper: Problem Definition |
| Week 5 02/11 Vacancy & Blight | Film: The Garden  
Reading: KeatingBB |                              |
| Week 6 02/18 Criminal Justice Reform | Film: 13th  
Reading: Kellogg, Ch. 4 |                              |
| Week 7 02/25                  |                                          | Issue Paper: Existing Policies |
| Week 8 03/04 Educational Inequality | Film: The New Public  
Reading: Kellogg, Ch. 5 |                              |
| 3/12-3/19                    | SPRING BREAK                             | NO CLASS                     |
| Week 9 03/25 Homelessness     | Film: The Street  
Reading: |                              |
| Week 10 04/01                 |                                          | Issue Paper: Alternatives    |
| Week 11 04/08 Drugs & Addiction | Film: Chasing Heroin  
Reading: Cicero et al. |                              |
| Week 12 04/15 Water Quality   | Film: Undrinkable  
Reading: Kellogg Ch. 7 |                              |
| Week 13 04/22                 |                                          | Issue Paper: Recommendations |
| Week 14 04/29 Sprawl          | Film: The Unforeseen  
Reading: Kellogg, Ch. 8 |                              |
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Issue Paper: Final Issue Paper</th>
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<tbody>
<tr>
<td>05/05</td>
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<tr>
<td>FINALS WEEK</td>
<td>FINAL EXAM</td>
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