

**CLEVELAND STATE UNIVERSITY  
FALL SEMESTER 2006**

**Contemporary Urban Issues UST/PSM 302 Section 502**

<b>Time:</b>	<b>Mon., Wed., Fri. 9:45 – 10:50 a.m.</b>
<b>Instructor:</b>	<b>Dr. Ronnie Dunn</b>
<b>Office:</b>	<b>Urban Affairs Building, Room 314</b>
<b>Classroom:</b>	<b>Urban Affairs Building, Room 107</b>
<b>Telephone:</b>	<b>(216) 687-5494</b>
<b>E-mail:</b>	<b><a href="mailto:r.dunn@csuohio.edu">r.dunn@csuohio.edu</a></b>
<b>Office hours:</b>	<b>By appointment</b>

**Course Description:**

This course examines the physical, social, and economic dimensions of the urban crisis 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, and race and the criminal justice system, with a particular focus on the issue of racial profiling.

**Course Objectives:**

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

Issues and challenges to Urban America

Public policy and politics relevant to race and ethnicity

Appreciation of diversity

And enhanced writing, research, critical thinking, and analytical skills through writing assignments and a final paper.

**General Education Requirements:**

This course fulfills both the *Writing Across the Curriculum* (WAC) and the *African American Experience: Race and Racism* General Education Requirements.

In order to earn a “C” in the class and meet the WAC requirements each student must write an 8-10 page paper (2000 word minimum) written at 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. 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. Spell-check your work!

For students with difficulty writing it is suggested that you utilize the Writing Center located in Main Classroom 321.

### **Course Requirements:**

This course will consist of readings, presentation of online lectures, viewing audiovisual materials, written assignments, and (tentatively) guest lectures. Because the course is web-based, the interaction and discussion of issues presented in the class will primarily occur online. Therefore, it is imperative that students taking the course are familiar with computers and the Internet. Students are expected to complete the assigned readings and assignments, as well as participate in the online group discussions. Exams will be based on material from each of these sources. Completion of assignments and participation in online activities are necessary to do well in the course.

### **Grading:**

Family History	5%
Weekly class assignments	20%
Midterm and final exams (20% each)	40%
Book review draft	10%
Final book review	<u>25%</u>
	100%

### **Class Assignments:**

Students are responsible for responding in writing to a question related to each of the companion readings assigned for each week. Responses to each should be between 150-200 words in length. Assignments are to be sent to the professors WebCT email account and are due by 6 p.m. of the following Monday that the readings were assigned e.g. responses to questions for readings from the week of September 4<sup>th</sup> are due on the 11<sup>th</sup>.

***Late assignments will be penalized.*** One-third of the points for the assignment will be deducted from the final grade for that assignment each day that the assignment is late. Assignments more than three (3) days late will not be accepted.

### **Class Schedule:**

While the majority of the class activities will take place online, there are five scheduled in-class sessions during the semester. The first class, the midterm and final exams, as well as two additional class sessions will be held in class (see course outline below). Students are expected to attend each of these sessions and attendance will be taken.

Two guest lecturers will tentatively be scheduled during the additional in-class sessions. The dates will be announced via WebCT email once the speakers are confirmed. Students are required to attend these sessions. Any changes to the schedule will be posted.

### **Required Text:**

Steinberg, Stephen, 2000, **Race and Ethnicity in the United States:** Issues and Debates. Malden, MA. Blackwell Publishers Ltd.

### **Additional Readings**

Articles provided by the instructor will be on Electronic Course Reserve (ECR) or at the reserve desk in the main library.

### **Supplemental Readings:**

Harris, David, 2002, **Profiles in Injustice:** Why Racial Profiling Cannot Work. New York: W.W. Norton & Company.

**OR**

Anderson, Elijah, 1999, **Code of the Street:** Decency, Violence, and the Moral Life of the Inner City. New York: W. W. Norton & Company.

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

### **Course Outline and Reading Schedule**

#### **Week of August 28:** *In-class session (meet in Computer Lab: UR 40)*

Introduction to Course

Course overview

View video: *40<sup>th</sup> Anniversary of March on Washington*

Steinberg, Introduction to Part I

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

**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 September 4**

*Steinberg*, Chapter 1:  
The Kerner Commission Report in Retrospect (Boger);  
The Liberal Retreat from Race (Steinberg)  
Article (ECR): *30 Years after Kerner Report, some say racial divide wider*

#### **Week of September 11**

*Steinberg*, Chapter 2:  
Democracy's Conversation (Guinier);  
Yackety-Yak About Race (Reed)  
*Kellogg*, Introduction: Challenges and Opportunities  
Family History due

#### **Week of September 18**

*Steinberg*, Chapter 3:  
Occupational Apartheid and the Origins of Affirmative Action (Steinberg);  
Bursting the Bubble: The Failure of Black Progress (Collins)  
*Kellogg*, Chapter 1:  
Changing Demographics in the American City;  
Ethnic Enclaves and Cultural Diversity (Guest and Kwong)

#### **Week of September 25**

*Kellogg*, Chapter 3:  
Urban Governance Institutions; Immigrants, Blacks, and Cities (Jones-Correa);  
Racial Profiling: Driving While Black in Cleveland (Dunn)  
[View online video: A Pattern of Suspicion at http://www.msnbc.msn.com/id/4703833/](http://www.msnbc.msn.com/id/4703833/)

#### **Week of October 2**

Articles (ECR): *Tale of Two Roads reveals Racial Divide; Traffic Tickets for One and All; More questions after police study (Brett); Changing the Police Paradigm (Price); Cleveland officials mum on racial profiling (Baird); City police stop blacks more often, study says (Vinella & Perkins); Follow-up traffic study (Editorial); and Data show Cleveland Police target blacks (Dunn)*  
[In-class session week of Oct. 2<sup>nd</sup> \(Rm. 107\)](#)  
[Guest lecturer TBA](#)  
Midterm review

#### **Week of October 9**

[Midterm exam Monday, October 9th](#)  
[In-class \(Rm. 107\)](#)

**Week of October 16**

*Steinberg*, Chapter 4:  
The Case for Class-Based Affirmative Action (Kahlenberg);  
Should Public Policy Be Class Conscious Rather than Color Conscious?  
(Gutmann)  
*Kellogg*, Chapter 2:  
Black Picket Fences: Privilege and Peril among the Black Middle Class  
(Pattillo-McCoy)

**Week of October 23**

*Steinberg*, Chapter 5:  
When Preferences Disappear (Schrag);  
Is Affirmative Action Doomed? (Dworkin)

**Week of October 30**

*Steinberg*, Chapter 6:  
The Future of the Ghetto (Massey and Denton);  
The Complexities of Public Housing (Bennett and Reed)  
*Kellogg*, Chapter 2:  
Housing Policy and the Crisis of Affordability in the Southwest (Diaz)

**Week of November 6**

*Steinberg*, Chapter 7: Turning Back to Desegregation (Orfield);  
Integration Dilemmas in a Racist Culture (Wilkinson)  
*Kellogg*, Chapter 4:  
Intro and 50 Years After Brown v. Board of Education: The Promise and  
Challenge of Multicultural Education (Zirkel and Cantor)

*In-class session week of November 6<sup>th</sup> (Rm. 107)*

*Guest lecturer TBA*

**Book review drafts due**

**Week of November 13**

*Kellogg*, Chapter 5:  
Cities as Mosaics of Risk and Protection (Fitzpatrick and LaGory);  
*Kellogg*, Chapter 6:  
Pulling Apart: Economic Segregation among Suburbs, and Central Cities in Major  
Metropolitan Areas (Swanstrom et. al.)

**Week of November 20**

*Steinberg*, Chapter 8:  
Groups, Representation, and Race Conscious Districting (Guinier);  
The Future of Black Representation (Swain)

**Book review drafts returned**

**Week of November 27**

*Steinberg*, Chapter 9:  
What Does It Mean To Be an “American” (Walzer);  
The Ethno-Racial Pentagon (Hollinger)

**Week of December 4**

*Steinberg*, Chapter 15:  
The Rise of “Identity Politics” (Gitlin);  
Identity Politics and Class Struggle (Kelley)  
Final Review  
**Book review due**

**Week of December 11**

*Final exam Monday, Dec. 11<sup>th</sup>*  
*In-class (Rm. 107)*

**\*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 a good thing to have others 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.

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.

## How to Create your “My WebCT” Account

Step 1: (COMPUTER LAB, LEVIN COLLEGE) Log in. If you are working from home, go to step 2.

If you are in the Levin College computer lab, you will need to log in to the computer. The login and password have no relationship to your WebCT accounts/passwords. If you do not know your login and password, you can ask to use a guest account. Guest accounts are only valid for one week, so you will need to find out your lab account if you intend to work in the lab. Forms are available in the lab to request this information.

Step 2: Open Browser to <http://webct.csuohio.edu> (preferably Microsoft Explorer or Netscape Navigator)

If you have never taken a class with a WebCT component, click on “create my WebCT ID”. Fill out the online form to create your account. Please NOTE: **The WebCT login and password you fill in will be the login and password you always have to use to get into your account.**

Step 3: **THIS IS A ONE-TIME ONLY STEP**

After you have created your “My WebCT” account, you will come to your opening screen which has your name at the top. Click on “add a course”. Go to “Urban Affairs” category, “Contemporary Urban Issues, UST 302, section 502, Fall 06 (Dunn)”. Click the box that says “self-register”. Return to your “My WebCT”. The link to the course will appear in the upper right hand corner of your screen.

Step 4: You are now ready to begin your WebCT course

WebCT is a web-based courseware package that can be accessed anytime, anywhere you have an internet connection. Point your browser to <http://academic.csuohio.edu/webct/> to access you’re my WebCT page. Please see the connection FAQs regarding compatible browsers, and common troubleshooting tips. Some features of WebCT require users to allow pop-ups and enable java functions in browsers. For more information, see <http://academic.csuohio.edu/webct/connectFAQ.html>.

If you have any questions or problems with WebCT, please call Caryn Eucker at (216) 687-6898 or [caryn@urban.csuohio.edu](mailto:caryn@urban.csuohio.edu).

## ***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.

### **Lab hours for summer are :**

Monday-Thursday	9:00 a.m. - 10:00 p.m.
Friday	9:00 a.m. - 5:00 p.m.
Saturday	9:00 a.m. - 5:00 p.m.
Sundays	closed

### Contact

Student Technology Support Specialists, STSS (Lab Monitors)

Phone: (216) 523-7566

Email: [stss@urban.csuohio.edu](mailto:stss@urban.csuohio.edu)

STSS Supervisor: (216) 687-6898, [caryn@urban.csuohio.edu](mailto:caryn@urban.csuohio.edu).