

UST 302 Contemporary Urban Issues Section 505 (web-based course)

Saturday, Aug.23 10:30am-12noon (only in-class session)

Meet in: UR40

Instructor: Erica Matheny

Office Hours: By Appointment

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Course Description and Objectives

This course is designed to introduce students to contemporary urban issues in American cities. This course will use an interdisciplinary approach to explore spatial, demographic, political, social, physical, economic and ecological aspects of contemporary urban life.

A primary objective of this course is to help students improve their analytical skills to better understand contemporary urban issues. Part of this process entails examining a variety of theoretical models and ideological perspectives for understanding our images of gender, class, and most significantly—race. Through such examination, we will rethink our images of race, class, ethnicity, economy, the urban environment and government policy and how these shape our understanding of urban conditions and experiences.

A second objective of this course is to provide students with opportunities to improve their writing skills. This course is a university “*writing across the curriculum*” (WAC) course, and an emphasis is placed on improving your composition skills through feedback and draft polishing. These feedback cycles take time, thus no assignments will be accepted late except in extenuating circumstances (as determined by the instructor). *Talk to the instructor as soon as possible if you are having trouble keeping pace with the class.*

General Education Requirements**General Education Statement**

UST 302 meets the criteria for the African American Experience GenEd 08 requirement and 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 themselves 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 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 Criteria

1. At least 15% of the student's grade in the course is based on an evaluation of information literacy
2. This course requires students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
3. This course requires 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 (10-20 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. 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>;
or go to the APA website, <http://www.apastyle.org/>
6. There will be writing assignments throughout the semester.
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.

Course Format, Assignments, and Grading

ATTENDANCE. The unique web-based format of this class requires a high-level of personal responsibility towards completion of readings and assignments in a timely manner. This allows you greater flexibility in when you complete assigned tasks, but **you are ultimately responsible**, as the student, to stay up to date with course requirements and updates via the course website.

ASSIGNMENTS. Satisfactory performance will need to be demonstrated in the writing assignments in order to receive a passing grade for the class. All writing assignments must be submitted **double-spaced, using 12 point Times New Roman font and standard 1" margins**. **Also note that paper length requirements do NOT include cover page or references.**

Assignments are available in the *Assignments* section on “Blackboard”. Grades will also be posted on “Blackboard” for all completed assignments.

NO assignments will be accepted more than three days past their due date. One-half letter grade (5%) will be subtracted for each day late (up to a total of 3 days).

ONLINE DISCUSSION BOARD

The online discussion board is an exercise in “*writing-to-learn*.” It is intended to foster a deeper understanding of the course materials than mere rote memorization or recitation.

All discussion board topics will be posted by Friday evening of each week. You have the duration of the week (from Friday to the following Friday) to respond to the discussion questions. Participation in online discussions is dependent on your completion of the weekly reading assignments. If you have not done the reading, you will be unable to adequately discuss the material!!! The **minimum standard** for participation in online discussions is to:

- ✚ Read each posting by the instructor as well as fellow students
- ✚ Post an original message related to the instructor’s discussion topic/question before posting to other student discussions
- ✚ Respond to at least one message posted by a fellow student for each discussion topic posted by the instructor.
- ✚ It is imperative that the instructor’s discussion board questions/comments be answered/ addressed completely in order to obtain full credit for that week’s discussion board. (e.g. If I ask why is environmental justice important and for an example of a unique environmental justice issue that you are aware of, you need to be sure to address both portions of the question for full credit).

CONCEPT PAPER GUIDELINES

The concept paper assignment is a “writing-to-communicate” exercise, which emphasizes proper writing style, grammatical correctness, coherence, and focus. It is intended to help develop collegiate-level writing skills.

For this assignment, you may select one topic of interest from either our course schedule below, or from the Kellogg text. The UST 302 concept paper is used to evaluate the stated outcome: “*Students will attain a thorough understanding of the contemporary experience of African-Americans in the city.*” This assignment is purposely open-ended to give you some freedom in

choosing a topic of interest, but please choose your topic carefully. Narrow your topic down to a very specific issue (e.g. “Racial profiling of drivers by the Cleveland Police, as opposed to Racial profiling”). Maintaining a very narrow focus will greatly improve your ability to comply with the assignment’s length (8-10 pages, **minimum 2,000 words**) This paper will conclude with a reference page, consisting of ***no less than 8 different scholarly sources*** (articles, books, reports, book chapters, etc). Of the references cited, a maximum of two may come from our required class readings.

NOTE: Information literacy skills require that students address the ethical and legal uses of information. When using quotations in your writing, always set them off with quotation marks and appropriately cite the author. Also be sure to attribute credit to an author when paraphrasing information from a source. Paraphrasing is the act of restating the author’s words or ideas in your own words.

It is a good idea to submit your work to the plagiarism detection service, www.turnitin.com, in order to double-check your work. Contact Mary Murphy at the CSU Writing Center if you need a password and ID number to access the site (m.murray@csuohio.edu, or 687-6982.)

NOTE: when using internet sources during your research, only choose those which are reputable and scholarly. If it isn’t something that can be found in the CSU library, it probably isn’t a good source. For example, an online version of an article from the American Planning Association (APA) is a good source, but a citation from www.jennifersthoughts.net is probably a terrible source for research information! WIKIPEDIA is also NOT an academic source for citations. If you need additional guidance regarding how to construct a research paper, please access the resources provided below under *Optional Readings* and/or contact the CSU Writing Center.

Format your concept paper using APA (American Psychological Association) guidelines. If you need more information on how this is done, see: <http://library.csuohio.edu/research/vrd/citations.html>. Grammar, spelling, and language use will be graded along with content, so be sure to use spell check!

For students interested in additional writing assistance, the Writing Center is available, located in Rhodes Tower Rm.105.

You are expected to turn in a polished draft of your paper by **Sept.27th** using the Assignments section of Blackboard. This draft will be returned to you with corrections/guidance for you to revise and resubmit by its final due date. Instructor revisions do not guarantee that you will obtain all points for the paper, but may help to guide you if you are encountering problems.

FINAL EXAM

The UST 302 final exam is used to evaluate the stated outcome: “*Students will demonstrate an understanding of how contemporary cities respond to issues and resolve problems.*” More information on the final exam will be given on Blackboard later in the semester.

YOUR FINAL GRADE IS BASED ON THE FOLLOWING ASSIGNMENTS:

<u>Assignments</u>	<u>Points</u>	<u>Due Date</u>
15 Class participation/weekly discussion postings (5 pts each)	75	weekly
4 Homework assignments (25 pts. each)	100	8/31; 9/30; 10/31; 11/30
Outline for Concept Paper	5	Sept.13
Concept Paper Draft/Student Review	15	Sept.27
Concept Paper	85	Oct.18
Final Exam	100	Dec.8
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Total possible points	380	

Grading scale is as follows:

A	94—100
A-	90—93
B+	86—89
B	80—85
B-	75—79
C	70—74
D	60—69
F	59 or less

***NOTE*: This syllabus, and the course assignment due dates are subject to change at the Instructor’s discretion. You will be notified by a *Blackboard Announcement* of any changes.**

Academic Misconduct. Cheating or collaborating on assignments, plagiarism (copying others work in any form without proper reference and citation), or any other form of academic misconduct is strictly prohibited and will not be tolerated. Consequences for academic misconduct are based on university regulations, and are grounds for the grade of “F” for the course.

The CSU Student Handbook defines plagiarism as “Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgement.”

Please refer to the university student handbook for further information, including penalties for plagiarism at <http://www.csuohio.edu/studentlife/conduct/acadregs.html>.

Students with special needs. “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 UC304. Accommodations need to be requested in advance and will not be granted retroactively.” Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Required and Optional reading Materials

The following *required text* can be purchased at the CSU bookstore, or online. Please ask or email me if you are having trouble finding the text.

Kellogg, Wendy. 2006. *The 21st Century American City: Race, Ethnicity, and Multicultural Urban Life*. Kendall/Hunt Publishing Co. ISBN: 0757531334

Other required course readings can be found on CSU's *Electronic Course Reserve (ECR)*, or on the Internet, as directed by the course schedule below. CSU's Electronic Course Reserve (ECR) is available at the following website: http://scholar.csuohio.edu/screens/m_course.html

Optional readings that may help you polish your writing skills are available at CSU's University library Virtual Reference desk, accessible at: There you will find style guides, writing guides, dictionaries, and thesauri at your fingertips, including several guides on APA formatting style.

Course Schedule and Weekly Reading Assignments

ECR means reading is available on Electronic Course Reserve through the Univ. library.

WEEK 1:-- AUG. 23 First and Only In-person Class – An Intro. to Race & Class

Friday Aug.29: Discussion Topic 1 Introduction DUE

Introduction to course, "Blackboard" orientation in computer lab, overview of course content

1. *Introduction: Challenges and Opportunities* [Kellogg Ch. 1]
2. *White Privilege* (McIntosh) (ECR)

AUG. 30TH : HOMEWORK #1 DUE

WEEK 2: SEPT.1

Friday Sept. 5 : Discussion Topic 2 response DUE

1. The reality of race: Is the problem that white people don't know or don't care?- **website below**
<http://uts.cc.utexas.edu/~rjensen/freelance/meananduncaring.htm>
2. *30 Years after the Kerner Report* – **available at the following website:**
<http://www.cnn.com/US/9803/01/kerner.commission/>
3. Should Public Policy be class conscious rather than color conscious? (Steinberg, ed.) (ECR)

WEEK 3: SEPT. 8

Friday Sept. 12: Discussion Topic 3 response DUE

1. *Democracy's Conversation* (Steinberg, ed.) (ECR)
2. *Yackety-Yak about Race* (Steinberg, ed.) (ECR)
3. *What Does it Mean to be an American?* (Steinberg, ed.) (ECR)

CONCEPT PAPER DRAFT DUE SEPT. 13TH

WEEK 4: SEPT. 15

Friday Sept. 19: Discussion Topic 4 response DUE

1. *Introduction: Poverty, Class, and Race* [Kellogg Ch. 2]
2. *Disentangling Poverty and Race* (Johnson) [Kellogg Ch. 2]

3. *Black Picket Fences: Privilege and Peril among the Black Middle Class* (Pattillo-McCoy) [**Kellogg Ch. 2**]

WEEK 5: SEPT. 22

Friday Sept. 26: Discussion Topic 5 Response DUE

1. *The Develop. of Ethno-Racial Muslim Communities in the U.S.* (Leonard)[**Kellogg Ch. 1**]
2. *Ethnic Enclaves & Cultural Diversity* (Guest & Kwong) [**Kellogg Ch. 1**]

CONCEPT PAPER OUTLINE DUE SEPT. 27TH

WEEK 6: SEPT. 29

Friday Oct. 3 : Discussion Topic 6 Response DUE

1. *The Future of the Ghetto* (Steinberg, ed.) (**ECR**)
2. *The Complexities of a Public Housing Community* (Steinberg, ed.) (**ECR**)
3. *Housing Policy and the Crisis of Affordability in the Southwest* (Diaz) [**Kellogg Ch. 2**]

SEPT. 30TH : HOMEWORK #2 DUE

WEEK 7: OCT. 6

Friday Oct. 10 : Discussion Topic 7 Response DUE

Kellogg, Chapter 3

1. *Introduction: Urban Governance Institutions* [**Kellogg Ch. 3**]
2. *Immigrants, Blacks, and Cities* (Jones-Correa) [**Kellogg Ch. 3**]
3. *A Cross-Cultural Framework for Understanding Gangs: Multiple Marginality and Los Angeles* (Vigil and Yun) [**Kellogg Ch. 3**]

WEEK 8: OCT. 13

Friday Oct. 17 : Discussion Topic 8 Response DUE

1. *A Pattern of Suspicion* (**View online video available at website below**)
2. *Numbers: Ticketing by race in 12 cities* (**Article/map available at website below**)
<http://www.msnbc.msn.com/id/4703833>
3. *Racial Profiling: Driving while Black in Cleveland* (Dunn) [**Kellogg Ch. 3**]

CONCEPT PAPER DUE OCT. 18TH

WEEK 9: OCT. 20

Friday Oct. 24 : Discussion Topic 9 Response DUE

1. *Broken Windows* (Wilson & Kelling) (**ECR**)
2. *How an Idea Drew People Back to Urban Life* (Wilson & James) (**ECR**)
3. *Seeing Disorder: Neighborhood Stigma & the Social Construction of "Broken Windows"* (Sampson & Raudenbush) (**ECR**)

WEEK 10: OCT. 27

Friday Oct. 31: Discussion Topic 10 Response DUE

1. *Neighborhoods in Transition* (Keating & Smith) (**ECR**)
2. *Safe and Productive Neighborhoods* (Putnam) (**ECR**)

OCT. 31th : HOMEWORK #3 DUE

WEEK 11: NOV. 3

Friday Nov. 7 : Discussion Topic 11 Response DUE

1. *Introduction: Education & Urban Schools* [Kellogg Ch. 4]
2. *50 Years after Brown v. Board of Education* (Zirkel & Cantor) [Kellogg Ch. 4]
3. *Hip-Hop Generation v. Civil Rights Generation* (Ginwright) [Kellogg Ch. 4]
4. *Native American Education in Chicago* (Beck) [Kellogg Ch. 4]

WEEK 12: NOV. 10

Friday Nov. 14 : Discussion Topic 12 Response DUE

1. *Environmental Justice* (Sustainable Cleveland Partnership) (ECR)
2. *Cities as Mosaics of Risk and Protection* (Fitzpatrick and LaGory) [Kellogg Ch.5]
3. "My Children Need Medicine" (Fixico) [Kellogg Ch. 5]
4. *Environmental Justice & Information Technologies* (Kellogg & Mathur)[Kellogg Ch.5]

WEEK 13: NOV. 17

Friday Nov. 21 : Discussion Topic 13 Response DUE

1. *Mobility and Sprawl* (Putnam) (ECR)
2. *Outmigration of Population* (Ecocity Cleveland) (ECR)
3. *Sprawl without Growth* (Ecocity Cleveland) (ECR)

WEEK 14: NOV. 24

Friday Nov. 28 : Discussion Topic 14 Response DUE

1. *Introduction: Changing shape of the city* [Kellogg Ch. 6]
2. *Pulling Apart* (Swanstrom, Casey, Flack, & Dreier) [Kellogg Ch. 6]

NOV. 30th : HOMEWORK #4 DUE

WEEK 15: DEC. 1

Friday Dec. 5: Discussion Topic 15 Response DUE

1. *Growing up with Technology* (Mander) (ECR)
2. *Telecommunications & the future of Cities* (Graham)[Kellogg Chapter 6]

WEEK 16:

FINAL EXAM DUE DEC. 8

GUIDELINES FOR FOCUSING ON LEARNING IN ONLINE CLASS DISCUSSIONS

1. Release the need to be right. Welcome one another's thoughts and opinions as a way to better understand the potential limitations of your own assumptions. It is a good thing to have others think differently than you.
2. In cases where 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 there is "intent" (what you intend), and "impact" (how someone else perceives what you are trying to communicate). In successful communication, the two are the same.
4. Make personal statements by using "I" rather than "you..."
5. Clarify first what was said before you challenge someone, e.g., "If I understand you correctly, you believe..."
6. Deal courageously with difficult situations, e.g., by not lapsing into pseudo-community (superficial politeness that avoids healthy conflict).
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.

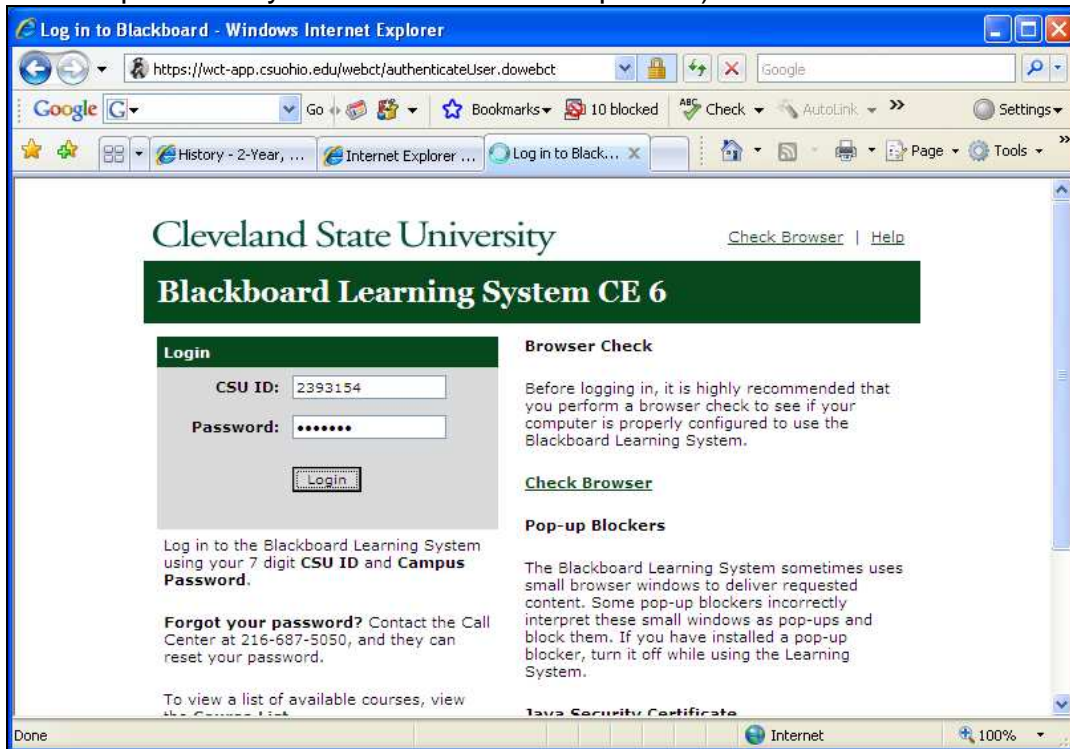
Adapted from CIIS Intro to Transformative Leadership, Petty Perris, and by Wendy Kellogg from a CSU division of Minority Affairs and Community Relations and the Department of Human Resource Development and Labor Relations workbook.

Sign in to Blackboard (WebCT) CE 8

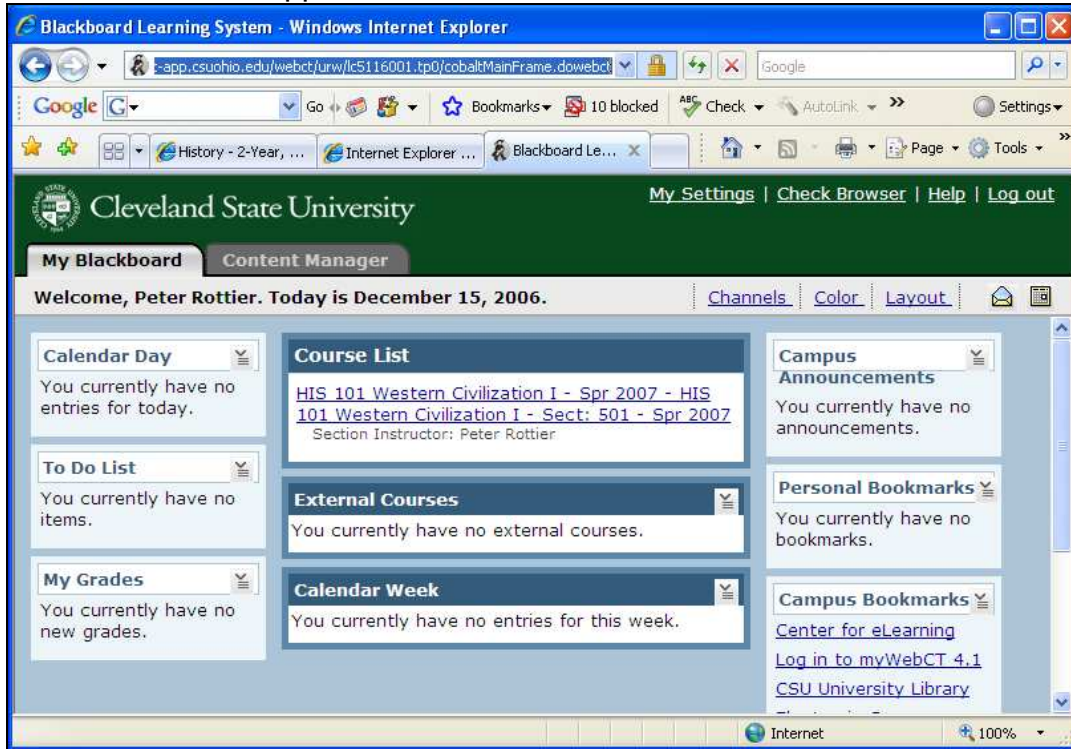
Please note: This course will be taught using CSU's newest Course Management System, Blackboard CE 8.

To sign into the new system:

1. Go to: <https://elearning.csuohio.edu/webct/entryPageIns.dowebct>
2. In the log in box use your CampusPass to log in. (CampusPass is your CSU id and the password you use to access CampusNet).



3. Your class should appear in the Courses list.



***CSU Urban Studies Computer Labs & Technology Issues
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 CSU student can access these computer labs using your campus net login and password. The labs are PC based with a Windows 2000 operating system.

As of Spring semester 2008, students, faculty, and staff with technology-related issues including desktop support, printing, email, BlackBoard, software issues, etc. should call CSU's IS&T call center at **216.687.5050** or email **call.center@csuohio.edu**.

See the IS&T website, **<http://www.csuohio.edu/ist/needhelp.shtml>**.