

Cleveland State University
Maxine Goodman Levin College of Urban Affairs (MGLCUA)
Department of Urban Studies
UST 302 – Contemporary Urban Issues, 4 credit hours
Online Course, Fall 2009

Meeting Times:	PICK <u>ONE</u> OF THESE CLASS SESSIONS TO ATTEND: Saturday, August 22 from 10:30-Noon, Room UR 106 Tuesday, August 25 from 8-9:30am, Room UR 107 Tuesday, August 25 from 6-7:30pm, Room UR 106
Instructor:	Doreen Swetkis, Ph.D.
Office:	Urban Building, Room 222
Phone:	216.802.3386
FAX:	216.687.9342
Email:	<i>Use Blackboard email</i>
Office Hours:	Thursday, 3:00-6:00pm & by appt.
Textbook Required:	Kellogg, Wendy. 2006. <i>The 21st Century American City: Race, Ethnicity and Multicultural Urban Life</i> . Dubuque, IA: Kendall Hunt Publishing, cCo.
Recommended Text:	Browne, M. Neil and Stuart M. Keeley, <i>Asking the Right Questions: A Guide to Critical Thinking, 9th Edition</i> , Pearson Prentice Hall (earlier editions of this text are fine). You do not have to buy this book; it is recommended because it may help you with the critical thinking exercises.
Blackboard Student Tutorial:	http://urban.csuohio.edu/courses/help.shtml

Course Objectives:

This is an upper-level undergraduate course in which we will examine American urban life through the lenses of race, class, and ethnicity, with emphasis on the African American experience. It is through these lenses that we will consider political, societal, and economic issues as they relate to life in the city. Given this framework, many topics we discuss will be controversial, with people holding different opinions on respective subjects. Therefore, having respect for others is fundamental to having open, educational discussions. Here are the objectives of this course:

African-American Experience

1. This course will have a focus on the contemporary experience of African Americans and maintain the perspectives, experiences and/or achievements of African Americans themselves as central to the course.
2. This course will provide students with knowledge of how the field of urban studies presents and analyzes the African-American experience.
3. This course will provide students with a framework for understanding inequality and the distinguishing aspects of the African-American experience.

Skill Area: Critical Thinking

1. Inspire critical thinking using multi-disciplinary approaches and exercises.
2. Develop higher-order thinking (analysis, synthesis, evaluation) to address complex urban problems.

Skill Area: Information Literacy

1. This course will require students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
2. This course will require students to address the ethical and legal uses of information.

Additional Skills

1. Encourage time management through multiple assignments.
2. Develop technology management and exploration skills.

Writing Across the Curriculum

This course also fulfills the Writing Across the Curriculum (WAC) requirement by meeting the following objectives:

1. The course will require students to write between 3,000 and 5,000 words in writing assignments, including drafts, and online discussions.
2. The final version of an assignment will total at least 2,000 words (eight pages).
3. The course will teach students writing-to-learn strategies that foster students' experiences in learning and writing-to-communicate strategies that foster students' respect of readers' experiences.
4. The assignments will be challenging and may require revision. Students will be provided substantive feedback to assist in preparing subsequent papers or drafts.
5. Students will be required to use the American Psychological Association (APA) style. You will find a link to APA citation guides on the Homepage.
6. The course will address the needs of students regarding library competency.

General Education Statement

This course meets the criteria for the African American Experience General Education requirement with the skill areas of critical thinking and information literacy.

Course Method

The course will be conducted on-line in CSU's Blackboard platform.

Course Requirements and Grading Policy

Grades are based on writing assignments (papers, discussions, critical thinking exercises).

Students are expected to:

- Read all textbook chapters and other assigned readings *before* beginning the respective on-line sessions;
- Participate actively in discussions and ask clarifying questions;
- Prepare and submit all written assignments. ***A late assignment will be deducted one point per day it is late;***
- Send all discussion postings and written assignments through Blackboard;
- Log on to the course site at least every other day to check for changes and /or additional information.

Policies

- 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.

- Refer to the CSU Bulletin for add/drop, withdrawal procedures, S/U, incomplete grading.
- For class cancellations due to weather, call CSU information (687-2000) before class, or access the Cleveland State University home page at www.csuohio.edu.
- Academic misconduct: plagiarism or cheating will result in an “F” for the assignment and possibly an “F” for the course.
- Time extensions on assignments are at the discretion of the instructor **and require valid written documentation (for example, written doctor’s excuse)**.
- The Instructor reserves the right to make changes to this syllabus.

Weekly Activities

Each week every student must complete the assigned readings and a discussion. In addition, most weeks will have another written assignment due whether it is a paper or a critical thinking exercise. The weekly readings, assignments, and due dates are clearly listed in the Course Schedule of this syllabus.

Assignment Due Dates

All assignments are due by the date specified in the syllabus *Course Schedule*. Also, each assignment and discussion has the due date listed next to it in Blackboard. In addition, the Instructor sends out weekly *Announcements* in Blackboard reminding students what is due that week and if there are any changes to the syllabus.

All assignments are due by the date specified in the Course Schedule at the end of this syllabus/listed in Blackboard. Late assignments will be deducted one point per day late.

All assignments are due by 11pm on Sunday of the week they are assigned. Grading rubrics will be provided for written assignments.

FOR ALL ASSIGNMENTS, YOU ARE REQUIRED TO NAME THE HOMEWORK FILES WITH YOUR NAME (E.G. J_SMITH_POLICY_PAPER.DOC) AND PUT YOUR NAME ON THE DOCUMENT ITSELF OR YOU WILL LOSE POINTS OFF OF YOUR GRADE.

ADDITIONAL READINGS

In addition to the textbook articles assigned throughout the course, there are additional readings assigned that supplement the text readings or provide a different viewpoint from another scholar in the field of urban studies. Additional readings are on Electronic Course Reserve (ECR), on-line, or obtained through the Michael Schwartz Library. You will be able to access these readings on-line.

CRITICAL THINKING EXERCISES/FINAL ANALYSIS

There are four (4) critical thinking written exercises in this course. These short exercises are designed to help students develop their respective critical thinking skills. These exercises are not difficult, but do require some thought. The final critical thinking assignment is an analysis of a short essay and requires you to use all that you have learned from the preceding exercises. Details for each exercise and the grading rubric are provided in the Assignments section of Blackboard.

ASSIGNMENT: EXAMINING THE MEDIA & URBAN ISSUES

Your first written assignment combines the course objectives of writing-to-communicate and writing-to-learn in that proper writing style, grammatical correctness, coherence, and focus are emphasized. The assignment is also intended to foster a deeper understanding of the material through the application of critical thinking skills to the required readings for Week 8. In addition, you will be gathering data to support your position. The grading rubric is posted in the Assignments section of Blackboard.

First, read the two articles assigned for Week 8. Then, watch the local news for a total of five (5) sessions over any two weeks prior to the assignment due date. You can watch different stations and you can watch online, but it must be the whole news program and it must be a Cleveland local news program. Use the urban news stories as well as the Dunier chapter *Sidewalk Sleeping* to support or reject the assertion made in Drier's article (your introductory paragraph should consist of a short summary of the Drier article, including the position the paper is taking regarding the media and urban issues). Also address what is being said about the role of government regarding these news stories. Is government to blame? Should government be doing something? Be specific and thoroughly explain your position. Remember to document the news stories fully and accurately, including date and station affiliation (WKYC, WEWS, etc.).

Papers are to be 5-7 pages, minimum of 1,500 words, typed, double-spaced (NOT including the cover page and references). Follow citation and reference guidelines found in the Manual of Style of the American Psychological Association, 5th or 6th Edition.

ASSIGNMENT: A CONTEMPORARY URBAN ISSUE (optional draft and final paper)

Your second written assignment will be to present an analysis of a chosen urban issue (see list, below). These topics all have an association with race, class, and/or ethnicity; therefore students must incorporate the role of race, class, and/or ethnicity into their paper. You will want to narrow the scope of your paper to a particular aspect of the issue. For example, if you choose to write about racial profiling, you would want to narrow your topic to racial profiling of a particular group (e.g., African Americans), and by other characteristics (e.g., in the criminal justice system, in the public education system). This is a research paper, not a case study or an essay about your own personal experiences. The grading rubric is posted under Assignments in Blackboard.

These issues, although contemporary, have roots deep into American history and development, and you can incorporate this history into your paper, where appropriate. *NB* CSU's Michael Schwartz Library houses the *Cleveland Press* collection, the City's last afternoon daily newspaper, published from 1878 to 1982. For information on this and other special collections, visit The Cleveland Memory Project at www.clevelandmemory.org.

Your topic must be submitted in the Assignments section in Blackboard. The body of your paper should be 8-10 pages with a minimum of 2,000 words, typed, double-spaced. In addition, this paper should have a cover page and a reference page consisting of no less than six (6) different scholarly sources. Of the references cited, only two may come from our required class readings. You should use an assortment of books, book chapters, journal articles, reports, and/or databases (e.g., the U.S. Census). I have posted many relevant articles under Electronic Course Reserve and the Web Links section of Blackboard that are not required reading for the course, but may be used as a resource or two for this paper.

Guidelines

The essay 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.

- Correct grammar and spelling will be included in determining your essay grade, so be sure to review your work before submitting it.
- You can submit a draft of this essay for comments and ways to improve your essay before submitting your final version. This draft will be returned to you with corrections/guidance for you to revise and resubmit by its final due date. My revisions do not guarantee that you will obtain full points for the paper, but they may serve to guide you if you are encountering problems.
- 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. The Instructor will provide the log-in information in Blackboard.
- Format your essay using APA (American Psychological Association) guidelines, including a title page, abstract, parenthetical references and a reference list. If you need more information on how this is done, information is available at the CSU University Library.
- Internet sources that are merely web pages constructed by individuals airing their personal views are unacceptable sources. However, using the Web to access academic articles is an appropriate use of the Internet for this assignment. For example, it is appropriate to use an article published in the *Journal of Urban Affairs* that you can download electronically. However, using the writings found on www.lydiaspeakshermind.com would probably not be an acceptable reference for this assignment. One way to determine if an Internet article is “legitimate” is to ask yourself, “If the Internet didn’t exist, would I find this source in the University library?” Newspaper or magazine articles are relevant sources for this assignment, provided they are in-depth articles on the issue, rather than editorials or commentaries. WIKIPEDIA is 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. A link is provided on the Homepage.

Topics

The following is a list of research topics acceptable for the Contemporary Urban Issue paper. Students must choose one of the following topics; no additional topics will be accepted. ***Students who do not adhere to this requirement and submit a paper not from this list will receive a grade of zero for this assignment.***

- New Orleans & Katrina
- The Creative Class
- Native American Education
- Environmental Justice
- Urban Sprawl
- Housing Segregation/Discrimination
- Housing Foreclosure Crisis

- Broken Windows & Crime
- Technology and Economic Development
- Cultural Diversity
- Immigration
- Racial or Ethnic Profiling
- Workforce Development & The Brain Drain
- Tourism & Urban Economic Development
- Public Housing in the 21st Century

DISCUSSIONS

After reading the required assignments for the week, students are required to respond to a question or set of questions that is posted by the instructor on the Discussion section of Blackboard. Each discussion is worth two (2) points. 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. Discussions must be delivered by the due date listed on Blackboard as well as in the syllabus Course Schedule. ***The discussion boards will be locked once the due date has passed and late entries will not be accepted.***

The minimum standard for participation in online discussions is to:

- Read the Instructor’s posting and follow the directions carefully;
- Post an original message related to the instructor’s discussion topic/question before posting to other student discussions;
- Read several postings by fellow students;
- Post a response to messages posted by fellow students for each discussion topic. The minimum number of response postings is listed in the directions for each discussion.
- Post a unique response; repeating what students wrote previously will not be given full points.

It is imperative that the Instructor’s discussion board questions/comments be answered completely in order to obtain full credit for that week’s discussion board. For example, if the question asks why is environmental justice important and to give 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.

GRADING SCALE

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: <60

<u>Assignment:</u>	<u>Points:</u>
Draft of Contemporary Urban Issue (optional)	0
Contemporary Urban Issue research paper	25
Media & Urban Issues paper	20
Critical Thinking Exercise #1	3
Critical Thinking Exercises #2, #3, #4	12 (4 points each)
Final Critical Thinking Analysis	10
Fifteen (15) Discussions	30 (2 points each)
Total Points Possible	100

TECHNOLOGY MANAGEMENT

YOU ARE RESPONSIBLE FOR MANAGING THE TECHNOLOGY. YOU NEED TO FACTOR THAT INTO YOUR PLANNING AND ORGANIZATION. For example, keep copies of your homework in case they do not download correctly. If your personal computer crashes, you will have to find another way to participate such as using CSU computers. ***NB If you are still using a dial-up connection, it is recommended that you either upgrade to a faster Internet connection, use the computers on campus, or withdraw from the course.*** There are course materials (i.e., video) you will not be able to access with dial-up. For those who have permission to do school work at your workplace and plan to do so, please be advised that many workplaces have safeguards in place that may prevent you from doing so (e.g., pop-blockers).

FREQUENTLY ASKED QUESTIONS (FAQs):

Q. When are assignments due?

A. See Course Schedule in Syllabus. Also remember to check the Announcements for weekly reminders and/or changes.

Q. How do I check my grades?

A. Click on My Grade. You will find it along the left hand column menu on the Blackboard course site.

Q. Can I email you my assignments?

A. Please submit all assignments under the appropriate section in Blackboard.

Q. I can not find someone's email address on the list in the course. What should I do?

A. Go to the bottom right of the screen and click on the little green arrow. You will get a drop-down menu. Click on ALL and then click on the green arrow again. Your screen will refresh and you will get the whole roster of names for the course. This little green arrow also shows up on other pages in Blackboard such as under the Announcements section when the list of weekly announcements grows long.

Here are some general comments about the course that should help you navigate your way through a successful experience in UST 302 on-line:

- Check the Blackboard course site frequently to receive course updates, respond to emails, etc. The Instructor checks the course site frequently, including weekends.
- Please give the Instructor or Teaching Assistant a full week to grade the shorter assignments, and two weeks to grade your two long papers. The Instructor or TA will send out an Announcement or an Email in Blackboard stating that the respective grades have been posted.
- Remember that your relationship with the instructor is an Internet relationship. She cannot know what is going on in your life as it pertains to the course if you do not communicate with her. Please make every effort to convey your concerns or questions to the Instructor, and she will make every effort to address these issues in a satisfactory and timely fashion.
- There is really no excuse for missing any weekly assignments. Once something is made available, it is open 24-7 until the time it is due. Therefore, you should be able to plan around your business trip, sister's wedding, birth of your child (hopefully), etc. Things happen, but please be aware that any emergency involving a request for a time extension requires a valid written excuse (hospital notice, jury duty notice, etc.), and acceptance of such an excuse at the discretion of the Instructor.

What Online Students Want to Tell New Online Students

Adapted from the Connecticut Distance Learning Consortium, Retrieved April 14, 2009, from <http://www.ctdlc.org/Evaluation/WhatStudentsWantToTell.html>.

- Online learning is time consuming. Many students believe that online learning is more work than traditional classroom learning. It may not take more total time since you don't have to drive to class, find a place to park, and sit in class, but it should seem that you are spending more time than what you are used to in terms of "homework." Reading and writing always take longer than talking and listening.
- It helps to be clear about your technical skills. Make sure your computer, keyboarding, email, and attachment skills will support your learning online.
- Choose your professors wisely. Just like a traditional class, some professors are better than others at teaching online.
- Your ability to interact on line may be constrained by your writing and typing abilities.
- Online courses require self-discipline. Even when there are definite deadlines, you must make yourself go do the work.
- Online learning gets easier after you get used to it.
- Most online classes use a threaded discussion forum or bulletin board for class discussions. Students have differing reactions to this form of communication:
 - Some people don't like the lack of face to face interactions. "I'm a big people person and quite social." "The way we can see people's facial expressions and hear their voices makes a major difference." "Online classes are great, but not for me."
 - Some people like the online discussion because they allow students to think before they write rather than traditional classroom discussions which "tend to be blurts of raw, not necessarily thought out ideas."
 - People who are "shy" or don't speak up in class seem to like this format. "I felt I was more inclined to participate and express myself in the online format, as opposed to the classroom situation where I feel self-conscious about raising my hand."
 - Because shy people "speak up", some students like the fact that they hear from all of their classmates, not just the most vocal.

COURSE SCHEDULE

Week 1

Pick ONE of the class sessions listed on the front of the syllabus (also listed in Campusnet and on the Blackboard course site homepage) and attend.

Introduction to course material and to Blackboard.

Online Article: *40 Years after the Kerner Commission Report:*
<http://www.pbs.org/moyers/journal/03282008/profile.html>

Kellogg text: *Introduction: Challenges and Opportunities*

Week 2

ECR: *Democracy's Conversation* (Gunier) and *Yackety-Yak About Race* (Reed, Jr.)

Assignment Due 9/6 by 11pm: Week 1 and Week 2 Discussions

Week 3

Student-accessed article: Go to Schwartz (CSU) Library homepage, put in Mother Jones in the title bar. Click on Mother Jones online, then one of the journal links. You may have to authenticate if you are not on a CSU computer. Pick the year, volume and issue, then click on the link and get the article. *Prime Suspect* (Katz), *Mother Jones*, Sep/Oct 2006, Vol. 31, Issue 5, pp. 90-112

Assignments Due 9/13 by 11pm: Week 3 Discussion and Critical Thinking Exercise #1

Week 4

Kellogg text Chapter 1: Chapter Intro, *The Development of Ethno-Racial Muslim Communities in the United States* (Leonard), and *Ethnic Enclaves and Cultural Diversity* (Guest & Kwong)

Assignments Due 9/20 by 11pm: Week 4 Discussion and Critical Thinking Exercise #2

Week 5

Kellogg text Chapter 2: Chapter Introduction, *Disentangling Poverty and Race* (Johnson), and *Black Picket Fences* (Pattillo-McCoy)

Assignment Due 9/27 by 11pm: Week 5 Discussion and Critical Thinking Exercise #3

Week 6

Kellogg text Chapter 3: Chapter Introduction, *Immigrants, Blacks, and Cities* (Jones-Correa), and *A Cross-Cultural Framework for Understanding Gangs* (Vigil & Yun)

Assignments Due 10/4 by 11pm: Week 6 Discussion and Critical Thinking Exercise #4

Week 7

Online Article: *Behind the Death of Timothy Thomas:* <http://www.msnbc.msn.com/id/4703574>

Kellogg text Chapter 3: *Racial Profiling: Driving While Black in Cleveland* (Dunn)

Assignments Due 10/11 by 11pm: Week 7 Discussion and Critical Thinking Exercise #5

Week 8

Student-accessed article (similar process as described in Week 3). *How the Media Compound Urban Problems* (Dreier). *Journal of Urban Affairs*, 2005, Volume 27, Issue 2, pp. 193-201.

ECR: *Sidewalk Sleeping* (Duneier)

Assignment Due by 10/18 by 11pm: Week 8 Discussion

Week 9

Kellogg text Chapter 4: Chapter Introduction, *50 Years after Brown v. Board of Education* (Zirkel & Cantor), and *Hip-Hop Generation vs. Civil Rights Generation* (Ginwright)

Assignments Due 10/25 by 11pm: Week 9 Discussion and Media & Urban Issues Paper

Week 10

Kellogg text Chapter 4: *Native American Education in Chicago: Teach Them Truth* (Beck)

Film streamed through Blackboard: *Spirit of the Dawn*

Assignments Due 11/1 by 11pm: Week 10 Discussion

Week 11

ECR: *Broken Windows* (Wilson & Kelling), and *How an Idea Drew People Back to Urban Life* (Wilson & James)

Assignment Due 11/8 by 11pm: Week 11 Discussion

Week 12

ECR: *The Rise of the Creative Class* (Florida), and *Review of Richard Florida's The Rise of the Creative Class* (Glaeser)

Assignment Due 11/15 by 11pm: Week 12 Discussion and (optional) draft of Contemporary Urban Issue Paper

Week 13

Kellogg text Chapter 5: *Cities as Mosaics of Risk and Protection* (Fitzpatrick & LaGory), "My Children Need Medicine" (Fixico)

Assignment Due 11/22 by 11pm: Week 13 Discussion

Happy Thanksgiving!

Week 14

Kellogg text Chapter 6: Chapter Introduction and *Pulling Apart* (Swanstrom, Casey, et al.)

ECR: *Mobility and Sprawl* (Putnam), *Outmigration of Population* (Ecocity Cleveland), and *Sprawl without Growth* (Ecocity Cleveland)

Assignment Due 11/29 by 11pm: Week 14 Discussion

Week 15

Kellogg text Chapter 6: *Telecommunications & the Future of Cities* (Graham)

ECR: *Growing Up with Technology* (Mander)

Assignment Due 12/6 by 11pm: Week 15 Discussion and final draft of your Contemporary Urban Issue Paper

Doreen Swetkis

Dr. Swetkis is a full-time Visiting Instructor at the Maxine Goodman Levin College of Urban Affairs. Her dissertation topic examined the relationship between residential property tax abatement programs and change in Ohio urban neighborhoods. She has taught several courses in the Urban College including introduction to urban studies, introduction to public administration, introduction to statistics, contemporary urban issues, urban spatial systems, and proposal writing and program development. Dr. Swetkis has seven years' experience in the non-profit sector, including serving as the associate director of development & research for a local fair housing organization. Dr. Swetkis is published in the *Journal of Genetic Psychology* and *Congressional Black Caucus Foundation Housing News Service*.