

CONTEMPORARY URBAN ISSUES UST 302

LEVIN COLLEGE OF URBAN AFFAIRS
CLEVELAND STATE UNIVERSITY

INSTRUCTOR: JACQUELINE KEELING HOLLAND
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COURSE DESCRIPTION:

This course is a WAC, 'writing across the curriculum course.' Students are required to write 2 papers, minimum 1,000 words each coinciding with research regarding the physical, social, and economic dimensions of the urban community, emphasizing minority issues, human diversity, and current urban issues. In the course of writing, your draft will be submitted first and feedback will be supplied before writing the final of each paper. The goal is that student's writing skills will improve concurring with a better understanding of race, ethnicity, and social implications in urban areas.

This class is concerned with race and ethnic groups who live in the city, the effect they have on each other, and the city's effect on them. Lectures, studying essays, researching current periodicals, professional journals, websites and exchanging opinions and writing about topics, are the core of study. The goal is that in writing about the issues and problems of living in densely populated areas that the student will have a better grasp of the enigma surrounding multi-cultural people, their relationships with one another and those outside of their ethnic circle.

Respect is paramount. Different opinions are a given. The class is constructed that it is not to teach you what to think, but rather how. It is expected that you weigh what you read, what you know, what you learn, and form thoughts that you may share. The objective of this class is to help improve your writing skill and understand racial and multi-cultural people that make up the richness of the city. The goal is to achieve a better understanding of self and others who compromise the great mix that is the make-up of city life. Studying problems is cumbersome, but looking at problems as having possible solutions is exhilarating. I want this class to be an exhilarating experience.

Text: *Race and Ethnicity in the United States, Issues and Debates*, Stephen Steinberg, Ed., 2000. Blackwell Publishers

Attendance: Success in this class is directly dependent upon showing up. Your grade will reflect your attendance as it is recorded everyday and tardiness is treated as a partial absence. Attendance is 10% of your final grade. Students should expect points to be lost for each class session missed...tardiness will be recorded and considered in final computation of points. Grading is based on a point system and each class missed will be a loss of 4 points for each class missed.

If at any time an emergency arises and you will be absent, you may email or leave a message. Due to electronic snafus, if you are relying on email, and I have not responded to your emergency in 24 hours by acknowledging your email, email me again. For an excused absence, documentation (doctor, hospital order, or obituary) must be presented on the day you return to class.

This class was designed to be enjoyed. Students are responsible for assigned reading, lecture notes, reading articles assigned or handed out, and notes on guest speakers' lectures. Assignments must be

turned in **ON TIME**. Student's knowledge of subject during discussions will be noted. Performance on midterm, final, short papers, and class participation/quizzes will determine grade.

The basis of your papers will be assigned and designed from the book and topics listed for your scrapbook. Your scrapbook, added to regularly, will be a great resource for your paper. When citing reliable sources from the web, newspapers, current periodicals, and professional journals your method of citation must be clear. You may use APA, MLA, Chicago Style, etc. Your paper is using ideas reflecting those of your sources. You must cite information of those you use. Not doing so is plagiarism. Plagiarism merits an 'F.'

Your papers will be returned to you with feedback within 5 class days after date due. The goal is to build your skill. The paper will not be graded solely on the mechanics of writing. The mechanics of the paper are important and will be considered. This includes punctuation and grammar that is expected to be that of a college student. Instructor will grade student according to knowledge of the subject, form of the paper.

Papers must be a minimum of 1,000 words, computer generated, double-spaced, **12 font, and default margins**. Late papers will **not** be accepted unless prior arrangements have been made. Dates papers are due will be determined during the semester. **Papers must be on time**. If you can't make it to class and arrangements have been made with the professor, it is expected that either it be given to a colleague or placed in my mailbox before 9:00 AM on date due. It must be college quality—good English, spelling, and include references to sources. Each paper will receive a number/percent grade. The midterm and final exams will be based on lectures and speakers' lectures. A review for both exams will be offered the class before exam. Midterm and Final are based on lectures from Race and Ethnicity in the United States, Issues, and Debates.

Assessment Paper: Due on day assigned—late paper means no credit

Cover Sheet: Name, Student Number, Date

- 1. Briefly state the main idea of your subject that expresses a position on an issue.**
- 2. Assess what you've read and list important facts supporting your position.**
- 4. If appropriate, list examples that support bias or faulty reasoning.**
- 5. Can you offer a solution or resolution?**

University Policies: Refer to the undergraduate CSU Bulletin for procedures on course add/drop and withdrawal, grading, and incomplete procedures. **Special needs:** Anyone anticipating special accommodations to take exams/complete assignments must identify themselves to the instructor by the end of the second week of classes. These include accommodations for physical handicaps, learning disabilities, and English as a second language.

Class Schedule:

January 14, 2004

Week 1: 1-*Race/Ethnicity in the US*: The Eclipse of Anti-Racist Public Policy—pages 8-54

January 24, 2004

Week 2: 2-*Race/Ethnicity in the US* : The National Conversation on Race—pages 55—63

January 31, 2004

Week 3: 3-*Race/Ethnicity in the US* : The Racial Division of Labor—pages 64—83

February 7, 2004

Week 4: 4-*Race/Ethnicity in the US* : The Race Versus Class Debate—pages 84—99

February 14, 2004

Week 5: 5-*Race/Ethnicity in the US* : The Future of Affirmative Action—pages 100—113

February 21, 2004

Week 6: 6-*Race/Ethnicity in the US* : Should the Ghetto Be Dismantled?—pages 114—134

February 28, 2004

Week 7: 7-*Race/Ethnicity in the US* : School Desegregation—Pages 135—160

Midterm Review

March 6, 2004

NOTE: Midterm—Time 1:00—Class resumes at 2:30

Week 8: 8- *Race/Ethnicity in the US* : Racial Districting—Pages 161—178

March 13, 2004

Week 9: 9-*Race/Ethnicity in the US* : The Meaning of American Nationality-Pages 179-196

March 20, 2004

Week 10: 10-*Race/Ethnicity in the US* : The Melting Pot, Myth or Reality?—Pages 197—233

March 27, 2004

Week 11: 11-*Race/Ethnicity in the US* : The Immigration Debate—Pages 234—265

April 3, 2004

Week 12: 12-*Race/Ethnicity in the US*: Multicultural Education—267—293

April 10, 2004

Week 13: 13-*Race/Ethnicity in the US* : Language: Politics—294—311

April 17, 2004

Week 14: 14-*Race/Ethnicity in the US* : Self-Segregation on College Campuses 314-321

April 24, 2004

Week 15: 15-The Debate Over Identity Politics—321—335

May 1, 2004

Week 16: Final Review

May 8, 2004 Final

Optional readings: **John Adams by** David McCullough

ISBN: 0684813637: Publisher: Simon & Schuster, Pub. Date: May 2001

The Bondwoman's Narrative, A Novel, Hannah Crafts, Edited by Louis Gates, Jr., 2002, Publisher: Time Warner Trade Publishing. Study Guide to A Bondwoman's Narrative, by Hannah Crafts, A XanEdu Educational

Maximum of 500 points.

Attendance	=	100 points
Midterm	=	100 points
Final	=	100 points
Scrapbook	=	75 points
Paper	=	75 points
Pop quizzes	=	50 points

Points and Letter Grade Calculation

461 to 500	=	A
409 to 460	=	B
369 to 410	=	C
329 to 370	=	D
329 & below	=	F

You are responsible for text readings and class lecture notes. Exams are based on both book readings and lecture notes. Material from the text and outside sources will be presented. Since If you are absent, you are responsible for class material, you may want to make arrangements ahead of time for obtaining notes from a colleague.

Contemporary Urban Problems Scrapbook Project:

Pick a topic from the list below. With prior approval, you may select another. The subject should be something either you feel passionate about or could develop a passion for. This is research for your paper. On a note card, put name/ title of your topic. It must be handed in by Sat. 1/24/04.

Topics are contemporary. Finding resources will be relatively easy because of the currency of the issue/subject. The CSU Library has current newspapers, and publications such as Newsweek, US News and World Report, Time, The Atlantic Monthly and a variety of other appropriate journals. There are a generous variety of newspapers on-line from which you can glean national/international opinions and articles. I recommend you check out sites as The London Times, The Irish Times, and any other international publication you are able to access. Hard copy, xerox, or on-line print-off must accompany your writing. You may be creative in the presentation of your book.

Topics for Scrapbook

Manufacturing in NE Ohio—why jobs are leaving/what's being done to bring them back

Education—funding for, lack of, need for, etc...

Education-Vouchers for private schools

Current Social Problems such as welfare, ADC, teenage pregnancy, homelessness, unemployment, crime

Results of Welfare Reform

Unemployment in Ohio

The treatment of women/men in prison

The War in Iraq—economic impact, forming/returning service personnel

Establishing Democracy in Iraq—impediments, religious leaders' roles

US Healthcare Crisis –looking at socialized medicine and Universal Healthcare

Medical insurance crisis for citizens/physicians

Medicare Reform/Social Security Reform

Affirmative Action

Democratic Primary/Presidential Elections

Patriot Act and the Framers of the Constitution

Every Sat. of the semester, 1 newspaper or periodical articles in hard copy must be collected (neatly placed) in a notebook. Each article will have 2 pages. Anchor the article on the left and writing about the article on the right. Writing about the article must be computer generated. A minimum of 3 paragraphs (at least 2 sentences each paragraph) must accompany your article. Presentations of your progress are scheduled during the semester. At that time, you will bring your book, explain your findings, and conclusions. Not being prepared during the week specified will necessitate forfeiting 10 points.

A WORD ABOUT CONDUCT IN CLASS

This class is developing a critical eye for the discerning mind. There will be many discussions and many opinions. The object of this class is not to teach you what to think, but how to think critically.

To make our time together as valuable as possible, we both have to work hard at it. The following basic principles will give us some guidelines:

Every student has the **right** to learn as well as
the **responsibility** not to deprive others
of their right to learn.

Every student is accountable for her or his actions.

In order for you to get the most out of this class, please consider the following:

1. Attend all scheduled classes and arrive on time. Late arrivals and early departures are very disruptive and violate the first principle listed above.
2. Please do not schedule other engagements during this class. You probably wouldn't like it if I did! I will try to make class as interesting and informative as possible, but I can't learn the material for you.
3. If you have trouble hearing the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop. If the distraction continues, please let me know. It is often impossible to hear such things from my position in the classroom.
4. All cell-phones are to be turned off and pagers inaudible during this class. If you are expecting an emergency call, or it is an employment requirement, let the professor know ahead of time.
5. Visitors to class must be approved prior to class. Children are not permitted to class.
6. To protect everyone's Constitutional Right to Freedom of Speech, tape recorders are not permitted.
7. If you have special needs or have disabilities, please contact Ruth Porter in the Special Needs Office of the LCCC Learning Center (Library) ext. 7303 so that she can work with you appropriately. She will notify me of your needs.
8. Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class.
9. Use of email is appropriate for messages only. I do not accept attachments. Please do not forward messages from other sources.
10. If you need help during this semester, please contact me as soon as possible. I'm here to help.

I am looking forward to working with you this semester.