

DEPARTMENT OF URBAN STUDIES
COLLEGE OF URBAN AFFAIRS

CLEVELAND STATE UNIVERSITY
SPRING, 2006

UST 302 (2) - CONTEMPORARY URBAN ISSUES

MEETING TIME: 12:15 – 1:20 PM, Monday, Wednesday and Friday, UR 107

INSTRUCTOR: Dr. Harry L. Margulis
Office: UR 138
Phone: 216-687-2163
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Office Hrs: Monday, Wednesday 1:30 pm - 2:30am and by appointment.

COURSE DESCRIPTION

A festering question consistently avoided by urban policy makers is the divisiveness of race and what can be done to bring cohesiveness to confrontational politics and society in general. Exploitation and violence, as well as the politics of race are haunting America's central cities. What is emerging are serious tensions between rights and responsibilities in legal responses to crime, work place discrimination, and residential segregation. Why are there persisting tensions between the goals of social separation from whites and inclusion within the broader society? Why are coalitions with other racial and ethnic minorities so important for achieving legislative and administrative changes? As West¹ notes, "Race is the most explosive issue in American life precisely because it forces us to confront the tragic facts of poverty and paranoia, despair and distrust. In short, a candid examination of race takes us to the core of the crisis of American democracy." Inevitably we must ask ourselves the pinnacle question -- what kind of nation do we desire? – A nation based on equality or injustice, offering opportunity to all, or one in which opportunity exists only for the few.

GENERAL EDUCATION REQUIREMENT

This course fulfills the **WRITING ACROSS THE CURRICULUM GenEd** university requirement. Students must earn a grade of C or better in their concept paper assignment to apply UST 302 toward this requirement. D is the highest grade that can be assigned for the semester, no matter what other grades you have achieved, if the student fails to receive a C or better on the concept paper.

This course also fulfills the **AFRICAN AMERICAN EXPERIENCE: RACE AND RACISM** and **HUMAN DIVERSITY GenEd** university requirements.

ATTENDANCE POLICY

An attendance sheet shall be circulated precisely at 12:30. Please make sure that you sign the sheet. **Lateness or failure to sign the attendance sheet shall count as an absence.** You may have three excused absences. For each absence thereafter students shall lose five percent of the assigned attendance grade. In brief, six absences shall result in the receipt of a zero for the attendance grade.

It is possible that traffic delays, family or work responsibilities might cause an occasional delay in your timely arrival for class. Repeated late arrivals, however, disrupt the learning environment of any class. Any student that repeatedly arrives late will not be added to the class attendance list and will be considered absent for that day even if they arrive late. In addition,

¹West. C. 1994. Race Matters. New York: Vintage Books.

students who are chronically tardy may not be admitted to class for which they arrive 15 or more minutes after the class's assigned meeting time.

EXAMINATION POLICY

All take-home examinations must be submitted on the assigned dates. Failure to submit a midterm examination on time shall result in a full grade reduction for each day the examination is late. All examinations must be hand delivered in hard copy to the instructor. Electronic delivery of examinations (e-mail or zip file) is unacceptable.

The midterm take-home examination is due **Friday, March 4, 2005.**

The final examination shall be administered on the day and at the time designated by the Administration. The final take-home examination is due **Monday, May 9, 2005 at 1:00 pm.**

- For all examination questions present the author(s) arguments; do not argue you own position - personal feelings, or streams of consciousness. Quotes from texts other than those used in the class should be avoided. The instructor needs to know that you have read the required readings.
- In-class lectures and discussion examination answers (not covered by the above paragraph) can be argumentative, informative, or persuasive. They must contain supporting evidence (facts, statistics, examples, or authoritative opinion). Use a structure that helps you organize your answers. Arrange ideas chronologically, by importance, by problem and solution. Make sure you summarize the main points in your conclusion. **Avoid plagiarism.** Cite to sources correctly and use quotation marks where appropriate. You may argue you own position, but you must document the validity of your position. Cite in-text references correctly especially if they refer to non-class sources and be sure to include an alphabetically listed reference section. Undocumented answers with which the instructor disagrees shall lose points. In case of conflict over an answer, the instructor wins. Make sure your position is sustainable.
- Please write clearly. Indicate the part and/or number of the question answered at the top of the first page of each essay. Use grammatical English. **Questions are graded on the basis of content and writing quality.** Points shall be deducted for errors of logic, grammar and syntax. Please word-process your answers (**double-space, 12 point font size, standard one inch margins**). Handwritten examinations shall not be accepted. **You must write three pages for each question.** Avoid writing more than three pages, but points shall not be deducted if you moderately exceed the page limit. Keep quotes to a minimum. Short quotes should be imbedded in the text; longer quotes indented and single-spaced. No quotations marks are needed for imbedded quotations.
- Each examination should have a **cover page** indicating your name, the part(s) and/or the number of the question answered. Staple the pages together in the upper left-hand corner. Do not submit the examination in a folder or binder.

COURSE METHOD

This course uses an interactive teaching approach consisting of lectures, discussion, student presentation and debate methods.

WRITING ASSIGNMENT

Each student shall be required to prepare a **concept paper** based on a topic related to the course content.

- **Ten or more reference sources must be utilized** -- articles, books, chapters in books, electronic journal articles, and reports. **Internet sources should be used sparingly.** Quality research requires a variety of sources and balanced perspectives.

- Concept papers should be **no more than eight to ten word-processed, double-spaced pages**. Handwritten papers shall not be accepted.
- You may attach appendices --bar graphs, line graphs, pie charts and so forth. Whenever appendices are included be sure that they are clearly explained in the text, consecutively identified in parentheses by Roman numerals or figure numbers, and that sources are identified. The appendices should be labeled (i.e., Table 1: Socioeconomic Characteristics of Occupational Groups) and, if separated from the paper, independently understood by a reader. Sources for appendices must be indicated beneath the tables, charts or graphs and the source must appear on the reference page.
- Alphabetically arranged all references to books, articles, and other resource materials on a separate page entitled **References Cited**. Use the **Urban Affairs Review Manuscript Style Sheet** (class handout) for in-text citations as well as references cited.
- All concept papers are to be written in **standard English**, spell-checked and proof read for accuracy. For assistance, make an appointment with the **Writing Center**, Room 321, Main Classroom Building, 687-6981.
- On a separate page preceding your text, include a 150 word **abstract** and a short **biosketch**, not to exceed 100 words (**See examples below**). The title of the paper and student identification should be included on the cover page. **Number the pages in the text consecutively beginning with the first page of the text. Do not number the cover page or the page containing the abstract and biosketch.**
- Each concept paper must have a **concise thesis statement** that is implicitly stated in the first paragraph. Identify any assumptions made, draw clear and obvious conclusions, and be sure that conclusions are justified by the evidence.
- **Plagiarism may result in the student receiving a failing grade for the piece of work involved.**
- When citing to a **secondary source** in a book or article, use the following form:

(Van Dijk as cited by Campbell 1995, 27) or (Van Dijk as quoted by Campbell 1995, 27).

Be sure that the reference to Campbell appears in alphabetical order on your reference page.

- All **quotations** must have appropriate attribution. All in-text citations must appear on the reference page.
- Online sources should be listed in the following manner on your reference page (start with the author's name):

Landow, G. 1997. Hypertext 2.0: The convergence of contemporary critical theory and technology [Online]
URL <http://www.stg.brown.edu/projects/hypertext/landow/ht/contents.html>

Article in an edited online work:

Keegan, J. 1999. Normandy: The invasion conceived, 1941-43. In Encyclopedia Britannica [Online]. URL <http://normandy.eb.com/normandy/week1/buildup.html>
World Wide Web document:

Dice, R. 1998, June 15. Web Database Crash course – Lesson 1 [WWW document].
URL <http://www.hotwired.com/webmonkey/98/24/index0a.html?tw=frontdoor>.
Online newspaper:

McDowell, R. 1999, April 12. Colorado students struggle to understand rampage. The Boston Globe [Online newspaper]. URL <http://www.globe.com/news/daily/21/school.htm>

Online magazine article:

Dubow, C. 1999, April 21. Turning acorns into trees. Forbes [Online magazine]. URL <http://www.forbes.com/tool/html/99/apr/0421/feat.htm>.

- Keep quotes to a minimum. Do not string quotes together; paraphrase and cite correctly.

Quotations. Short quotations within the text should be indicated by quotation marks; long quotations or extract material (without quotation marks) should be indented about [1 ½ inches] along both margins. Words, punctuation, or italicization not present in the original should be enclosed in square brackets or noted as “[italics added]”.

- The **checklist** found in the **Urban Affairs Review Manuscript Style Sheet** on pages 7 and 8 should be consulted. Also, use the list below to evaluate your concept paper prior to submission.
 - A. **Materials** - Is the assignment carried out using appropriate up-to-date resources?
 - B. **Research Design - Organizational Structure** - Is there an introduction? Are the points easily understood? Are they supported with convincing examples? Does the conclusion summarize the preceding material? Does it answer the question or assignment?
 - C. **Style** - Is the writing clear? Are the transitions smooth? (Allowing the reader to easily follow the argument?) Is spelling a problem? Grammar?
 - D. **Evaluation of content** - Is the interpretation understandable and convincing? Is the subject covered well?
 - E. **Conclusion** - Is the essay adequately summarized and brought to a conclusion? Is the paper creative and original? Is there evidence of a strong research effort?
- The form of the abstract should be as follows:

Resale Housing Prices And Housing Markets In Cleveland, Ohio's Suburban Rings

ABSTRACT - This study shows that in the suburban rings surrounding Cleveland, Ohio average resale housing prices are sustained through capitalization of quality-price preferences for selective housing and community traits. In addition, average resale housing prices are highest where local fiscal capacity is built upon a strong residential-nonresidential tax base, where the total valuation resulting is capitalized into housing stock prices. High total valuation per pupil enables school districts to maintain satisfactory expenditures per pupil that contribute to the sustainability of resale housing prices. Nonetheless, population growth in the peripheral, inner- and outer-edge suburban rings is redirecting investment away from the contiguous ring suburbs where the levying of a high effective millage is causing total valuations per pupil to fall. Diminishing school district quality and a shrinking tax base are harbingers of suburban distress and housing disinvestment. [135 words].

Large Landholders, Residential Land Conversion and Market Signals

ABSTRACT - In this study I show that in suburban Cleveland's PMSA large landholders warehousing raw land sell, subdivide and develop land parcels subject to market signals that foreshadow housing demand. They are most active in jurisdictions that from 1990 to 2000 showed strong decennial population and housing growth. These jurisdictions experienced the greatest sale of vacant residential properties of 10 acres or more from 1995 to 1999. But, the demand for new housing was largely accommodated at higher unit densities on lots zoned at less than 0.5 acres. Because local governments are anxious to expand their tax bases and local benefit packages to attract high-value home buyers, large land dealers can reduce uncertainty and increase profits by influencing planning board regulations. Where local government and landholder-developer interests coincide down zoning occurs, land sale volatility is reduced, and speculator-builder profitability increases. [139 words]

BIOGRAPHICAL SKETCH - Dr. Harry Margulis is an associate professor in the College of Urban Affairs and First College. My research interests deal with housing, urban structure, and urban processes. Recently published articles appear in Urban Geography, the Urban Affairs Review, and Urban Studies. [41 words]

- If you have any questions concerning manuscript style, please consult Turabian, K.L. **A Manual for Writers of Term Papers, Theses, and Dissertations**. Chicago: University of Chicago Press.
- Concept paper topic due – **Friday, January 28, 2005**.
- The first draft of the concept paper is due - without exception – **Friday, March 11, 2005**. Failure to submit a concept paper on time shall result in a one grade reduction for each day the paper is late. The late grade shall be the starting point for the resubmitted paper.
- Papers may be rewritten and resubmitted. Revised papers shall be reevaluated and assigned a new grade by the instructor; previously assigned grades shall be ignored except as indicated above. All rewritten concept papers are due: **Friday, April 29, 2005**. No paper shall be accepted after this date.

REQUIRED TEXTS

Steinberg, S. Editor. 2000. **Race and ethnicity in the United States - Issues and debates**. Malden, MS: Blackwell Publishers, Inc. (S)

ON ELECTRONIC RESERVE

Burman, S. 1995. Introduction: The inevitability of antinomy. In **The black progress question – Explaining the African American predicament**, 1-22. Thousand Oaks, CA: Sage Publications.

Cose, E. 1993. A dozen demons. In **The rage of a privileged class - Why are middle-class blacks angry? Why should America care?**, 53-72. New York: Harper-Collins Publishers.

..... 1993. A hostile and welcoming workplace. In **The rage of a privileged class - Why are middle-class blacks angry? Why should America care?**, 73-92. New York: Harper-Collins Publishers.

..... 1993. Crime, class, and cliches. In **The rage of a privileged class - Why are middle-class blacks angry? Why should America care?**, 93-110. New York: Harper-Collins Publishers.

LeEspiritu, Y. 1997. Ideological racism and cultural resistance. In **Asian American women and men**,

Thousand Oaks, CA: Sage Publications.

- Pattillo-McCoy, M. 1999. Neighborhood networks and crime. In **Black picket fences - Privilege and peril among the black middle class**, 68-90. Chicago: The University of Chicago Press.
- 1999. Growing up in Groveland. In **Black picket fences - Privilege and peril among the black middle class**, 91-116. Chicago: The University of Chicago Press.
- 1999. In a ghetto trance. In **Black picket fences - Privilege and peril among the black middle class**, 117-145. Chicago: The University of Chicago Press.
- 1999. Nike's reign. In **Black picket fences - Privilege and peril among the black middle class**, 146-166. Chicago: The University of Chicago Press.
- Portales, M. 2000. Hispanics and the American media. In **Crowding out Latinos – Mexican Americans in the public consciousness**, 52-65 Philadelphia, PA: Temple University Press.
- 2000. Love and the Mexican American school experience. In **Crowding out Latinos – Mexican Americans in the public consciousness**, 66-76. Philadelphia, PA: Temple University Press.
- 2000. Americo Paredes's George Washington Gomez: Educating Mexican American students. In **Crowding out Latinos – Mexican Americans in the public consciousness**, 82-99. Philadelphia, PA: Temple University Press.
- West, C. 1993. Nihilism in black America. In **Race matters**, by C. West, 15-31. New York: Vintage Books.
- 1993. Black sexuality: The taboo subject. In **Race matters**, by C. West, 117-132. New York: Vintage Books.
- Woo, D. 2000. The educational pipeline. In **Glass ceilings and Asian Americans – The new face of workplace barriers**, 103-144. New York: AltaMira Press.
- 2000. The glass ceiling at "XYZ Aerospace. In **Glass ceilings and Asian Americans – The new face of workplace barriers**, 145-192. New York: AltaMira Press.

FINAL GRADES

Final grades shall be determined on the following basis:

Attendance	15%	15 Points
Midterm	20%	50
Final	20%	50
Concept paper	25%	50
Two presentations (from Steinberg)	10%	20
Concept paper presentation	10%	10
Total	100%	195 Base

LETTER GRADES

95% or better	A
90 - 94	A-
87 - 89	B+
84 - 86	B
80 - 83	B-
75 - 79	C+
70 - 74	C
60 - 69	D

Less than 60 F

RECOMMENDED READING SCHEDULE

- Jan 19 Introduction -- The organization of the course.
I. Attendance
II. Examinations
III. Concept paper
IV. Group presentations
IV. Student presentations
- Jan 21,24,26,28 The concept of progress:
I. The principle of contestability – Antinomy, relativism, solipsism, idealism and empiricism.
II. The problem of measures
III. The good society
IV. The impact of global capitalism
V. Can government help?
VI. Integration – A color-blind society
VII. Separatism – Equality of groups
- Jan 21 **Last Day To Add**
- Jan 28 **Concept Paper Topic Due**
Last Day To Drop
- Jan 31, Feb 2 Ideology and black progress
I. The liberal tradition
II. The neo-conservative response
III. Maxism, capitalism, and black progress
IV. Race, culture and black nationalism
V. Power and pluralism
- Feb 4,7 A dozen demons – The rage of a privileged class
I. Inability to fit in
II. Exclusion from the club
III. Low expectations
IV. Shattered hopes
V. Faint praise
VI. Presumption of failure
VII. Coping fatigue
VIII. Pigeonholing
IX. Identity troubles
X. Self-censorship and silence
XI. Mendacity
XII. Guilt by association
- Feb 9,11 Nihilism in Black America
I. Definition – economic deprivation, political powerlessness, psychological depression, personal worthlessness, and social despair
II. Random news, social deracination and cultural denudement
III. Structural constraints
IV. Behavioral impediments

- V. Victimization by white supremacist practices – black existential angst, ontological wounds and psychic scars
- VI. The saturation of market forces, cutthroat market morality, a culture of consumption
- VII. Cultural armor and the politics of conversion

Feb 14 **One drop** [videorecording] James Banks, producer, director, editor. Publisher: San Francisco, CA: California Newsreel, c2001 FMBUR VIDEO CSTTE 03521 (50 minutes)

Summary: What makes someone Black? Skin color is the focus of this documentary, interviewing lighter and darker skinned African Americans and inter-racial children of Black and white parents. Participants discuss the stresses of inter-racial dating, and children explain the burden of not being readily accepted by either racial group.

or

The Darker side of black [videorecording]/ a Black Audio Firm Collective production in association with Normal Films for BBC Television and the Arts Council of Great Britain. Publisher: New York, NY: Filmmakers Library, 1994.

Gangsta chic, violence and nihilism, and the hard edge of Rap and Reggae increasingly dominates the image of black popular culture. This film investigates the issues raised by the genre, such as ritualized machismo, misogyny, attitudes towards homosexuality and religion, and gun glorification. Filmed in dance halls, hip hop clubs, and using interviews and music video clips, the film takes us to London, Jamaica and the U.S. to examine the “darker” side of contemporary black music.

Feb 16,18 Black picket fences – The black lower middle-class
 I. Neighborhood networks and crime
 II. In a ghetto trance
 III. Nike’s reign

Feb 23,25 Ascriptions of beauty and black sexuality
 I. Dominant myths
 II. The Paradox – White fear of black sexuality
 III. Demystifying black sexuality
 IV. Sexuality as a form of black power and black agency
 V. Black machismo style
 VI. The existential agony over genuine desirability

Feb 28 Controlling images – Objectifying subordinate groups
 I. Yellow Peril, Charlie Chan, Dr. Fu Manchu, and the Chinese servant
 II. Dragon Lady, China Doll, Lotus Blossom Baby, the Geisha Girl, and Suzie Wong
 III. Sexism, racism, and love - The racial construction of Asian-American women
 Glass ceilings and Asian-Americans

Mar 2,4,7 I. Societal barriers that may be outside the direct control of business
 A. The supply barrier related to educational opportunity and attainment
 B. The difference barrier as manifested in conscious and unconscious stereotyping, prejudice and bias related to gender, race, and ethnicity
 II Corporate culture and Asian cultural values
 III Internal structural barriers
 A. The dual ladder
 B. Lack of mentoring
 C. Lack of management training or access to critical development assignments

- D. Performance evaluation and the preselection process
- IV Governmental barriers
 - A. Lack of vigorous, consistent monitoring and law enforcement
 - B. Weakness in the formulation and collection of employment-related data
Inadequate reporting and dissemination of information relevant to the glass ceiling
- Mar 4 **Midterm Examination Due**
- Mar 9 Discussion – **Urban Studies Review Style Sheet**
- Mar 11 **First Draft – Concept Paper Due**
- Mar 11 Ethnic enclaves and the rejuvenation of cities
 - I. The Immigration Act of 1964
 - II. Places of safety and assimilation
 - III. Economic launching platforms
 - IV. Festival market places – Creating neighborhood ambience
- Mar 13-18 **Spring Break**
- Mar 21 **Biculturalism and acculturation among Latinos** [videorecording] Senior writer/producer: Linda Cuellar; host, Marina Pincus. Publisher: Films for the Humanities & Sciences. Princeton, NJ: c1991 FMBUR VIDEO CSTTE 01427 (28 minutes)
- Mar 23 Images of Latinas and Latinos in the U.S. Media
 - I. Latinos on television and in the news: Absent or misrepresented
 - II. The silver screen: Stories and stereotypes
 - III. Love and the Mexican-American school experience
 - IV. Creating alternative images

Summary: Biculturalism – Latins anonymous – Cultural identity and the entrepreneur
- Mar 25 Discussion – **Elements Of A Presentation**
- Group Presentations/Discussions**
- Mar 28 Chapter 1: The Eclipse of Anti-Racist Public Policy
 - The Kerner Commission Report in Retrospect, pp. 8-36
 - The Liberal Retreat from Race, pp. 37-54

Chapter 2: The National Conversation on Race (S)

 - Democracy’s Conversation, pp. 55-59
 - Yackety-Yak About Race, pp. 60-63
- Mar 30 Chapter 3: The Racial Division of Labor (S)
 - Occupational Apartheid and the Origins of Affirmative Action, pp. 64-73
 - Bursting the Bubble: The Failure of Black Progress, pp. 74-83

Chapter 4: The Race Versus Class Debate (S)

 - The Case for Class-Based Affirmative Action, pp. 84-91
 - Should Public Policy Be Class Conscious Rather than Color Conscious, pp. 92-99

- Apr 1 **Last day to withdraw**
- Apr 1 Chapter 5: The Future of Affirmative Action (S)
 When Preferences Disappear, pp. 100-104
 Is Affirmative Action Doomed? pp. 105-113
- Chapter 6: Should the Ghetto Be “Dismantled”? (S)
 The Future of the Ghetto, pp. 114-126
 The Complexities of a Public Housing Community, pp. 127-134
- Apr 4 Chapter 7: School Desegregation (S)
 Turning Back to Segregation, pp. 135-153
 Integration Dilemmas in a Racist Culture, pp. 154-160
- Chapter 8: Racial Districting (S)
 Groups, Representation, and Race Conscious Districting, pp. 161-171
 The Future of Black Representation, pp. 172-178
- Apr 6 Chapter 9: The Meaning of American Nationality (S)
 What Does It Mean To Be an “American”? pp. 181-185
 The Ethno-Racial Pentagon, pp. 197-210
- Chapter 10: The Melting Pot: Myth or Reality? (S)
 Assimilation’s Quite Tide, pp. 211-223
 Are the Children of Today’s Immigrants Making It? pp. 223-233
- Apr 8 Chapter 11: The Immigrant Debate (S)
 The Immigrant Contribution to the Revitalization of Cities, pp. 234-252
 Immigration Policy and the U.S. Economy: An Institutional Perspective,
 pp. 253-266
- Chapter 12: Multicultural Education (S)
 Multiculturalism: E Pluribus Plures, 267-276
 The Great Multicultural Debate, pp. 277-293
- Apr 11 Chapter 13: Language Politics (S)
 Lingo Jingo: English-Only and the New Nativism, pp. 294-303
 English Only: The Tongue-Tying of America, 304-313
- Chapter 14: Self-Segregation on College Campuses (S)
 Degree of Separation at Yale, 314-316
 Understanding Self-Segregation on the Campus, 317-320
- Apr 13 Chapter 15: The Debate Over “Identity Politics” (S)
 The “Rise of “Identity Politics”, pp. 321-327
 Identity Politics and Class Struggle, pp. 328-335
- Apr 15,18 Completion of Steinberg presentations

Apr 20,22, 25,27	Student Concept Paper Presentations
Apr 29	Concept Paper Due - Final Draft (No paper will be accepted after this date)
May 2,4	Summary – Ethnicity and Race
May 6	Last day of classes
May 9	Final examination due (May 9, 2003)

MIDTERM EXAMINATION QUESTIONS

Answer two of the following seven essay questions. If necessary, use appropriate in-text citations for quotations from required materials on electronic reserve. Include a reference page at the end of each answer.

1. Progress remains central to the idea of a good society, but what constitutes a good society largely depends on political philosophy. Discuss the concept of the good society within the framework of liberalism, neoconservatism, Marxism and the radical black perspective.
2. The principle of contestability suggests that no answer is available to the resolution of the African-American predicament. Why?
3. How does the structure of the American economy and the emergence of a global society effect the opportunities of minorities? Why does geography matter?
4. Why are minority rights likely to be challenged during economic declines or periods of labor surplus? How do xenophobia, paranoia, and nihilism influence minority life chances?
5. How do racial demons haunt the lives of African-, Asian- and Latino-Americans? Why do minorities continue to face societal, structural and government barriers that contribute to the creation of exclusion?
6. Demythologizing of black sexuality is crucial for black America because much of black self-hatred, ontological wounds, psychic scars, and self-contempt have to do with the refusal of many black Americans to love their own bodies. Discuss.
7. How do controlling images in the media (newspapers, magazines, television programming and films) objectify Asian-, African-, and Latino-Americans?

FINAL EXAMINATION QUESTIONS (Steinberg)

Answer both questions. A quality answer should draw upon several articles in each section. Use appropriate in-text citations and include a reference page for each question.

1. The country has had difficulty rectifying its principles and ideals with the realities of liberty and equality for all. In many cases, the nation has grudgingly made concessions only to later renege on its commitments. Based on the readings in Steinberg (Part I),

discuss some of the controversies concerning anti-racist public policy.

2. The new immigration has ignited old debates concerning how to balance the imperatives of “nation” with the fact of racial and ethnic “difference.” Based on the readings in Steinberg (Part II) discuss some of the issues concerning “the one and the many”.

ELEMENTS OF A PRESENTATION

Student Name: _____

CONTENT - Time management; interesting; audience used
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

OPENER - What will be covered? Creativity - lead into body
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

BODY - Logical order; complete
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

CLOSE - Recap main idea; restate importance of talk; creativity
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

REFERENCE TO NOTES - eye contact; did not read - glanced at outline occasionally; eye contact
(left, right, front)
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

POISE - stage presence; posture; relaxed; complete control
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

VOICE - variety; rate; volume; sound
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

BODY LANGUAGE - Gestures; movement - gestures not distracting
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

VOCABULARY - No slang; errors - pronunciation; enunciation
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

IDEAS APPROPRIATE; DYNAMIC SPEAKER
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

A/V AIDS - Professionally prepared, helpful, not distracting; easy to read and understand
Excellent Good Satisfactory Fair Poor
/ / / / / / / / / / / / / / / / / /

Comments

STUDENT DISCUSSIONS (CORRECTED)

- Mar 28 Chapter 1: The Eclipse of Anti-Racist Public Policy
The Kerner Commission Report in Retrospect, pp. 8-36
The Liberal Retreat from Race, pp. 37-54
Chapter 2: The National Conversation on Race (S)
Democracy's Conversation, pp. 55-59
Yackety-Yak About Race, pp. 60-63
- Mar 30 Chapter 3: The Racial Division of Labor (S)
Occupational Apartheid and the Origins of Affirmative Action, pp. 64-73
Bursting the Bubble: The Failure of Black Progress, pp. 74-83
Chapter 4: The Race Versus Class Debate (S)
The Case for Class-Based Affirmative Action, pp. 84-91
Should Public Policy Be Class Conscious Rather than Color Conscious, pp. 92-99
- Apr 1 Chapter 5: The Future of Affirmative Action (S)
When Preferences Disappear, pp. 100-104
Is Affirmative Action Doomed? pp. 105-113
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- Apr 11 Chapter 13: Language Politics (S)
- Lingo Jingo: English-Only and the New Nativism, pp. 294-303
- English Only: The Tongue-Tying of America, 304-313
- Chapter 14: Self-Segregation on College Campuses (S)
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