

UST 302 SECTION 2

CONTEMPORARY URBAN

ISSUES

This syllabus can be accessed on line at

<http://webCT.csuohio.edu>

The attached sheet lists steps to follow in registering yourself for WebCT.

Time: Spring, 2006; Monday, Wednesday & Friday;

12:15 - 1:20 pm.

Location: UR 107

Instructor: Harriet Tramer

Phone: 1-216-321-8250

e-mail: harriet@urban.csuohio.edu

Office: Room 217 in the Urban Building

Office hours: Before or after class or by appointment

TEXT

Annual Editions, Race and Ethnic Relations,
Fifteenth Edition, ed. John A. Kromkowski,
Guilford, Co: McGraw-Hill Dushkin, 2006.

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

WHAT IS URBAN STUDIES

Urban Studies is intriguing because while other disciplines examine cities from only one perspective, it explores these communities through several different lenses: political, social, economic, psychological. And it takes all of these various factors into account when discussing the challenges urban centers face.

OBJECTIVES FOR THE CLASS

This course is designed to:

1. Offer students writing experiences that will benefit them when they complete papers for other classes.
2. Encourage students to think in a problem-solving mode. Taking an optimistic bent, this class will offer

solutions, or at least responses, to challenges facing our cities.

3. Acquaint students with issues such as immigration and diversity that are impacting upon their lives.

4. Familiarize students with concepts such as "liberal" or "conservative" as these terms apply to an urban environment.

SCHEDULE FOR THE CLASS

SEGMENT ONE/

UNDERSTANDING RACE

Dates of Sessions: January 18, 20, 23, 25, 27, 30, 2006; February 1, 3, 6, 8, 10, 13, 15, 17, 2006.

Date First Paper is Due: February 24, 2006.

SEGMENT TWO/

UNDERSTANDING DIVERSITY

Dates of Sessions: February 22, 24, 27, 2006;

March 1, 3, 6, 8, 10, 20, 22, 24, 2006.

Date Second Paper is Due: March 31, 2006.

SEGMENT THREE/

IMMIGRATION

Dates of Sessions: March 27, 29, 31, 2006;

April 3, 5, 7, 10, 12, 14, 17, 19, 2006.

Date Third Paper is Due: April 26, 2006.

SEGMENT FOUR/

HEALTH

Dates of Sessions: April 21, 24, 26, 28,

2006; May 1, 3, 5, 2006.

Date Fourth Paper is Due: May 8, 2006.

INFORMATION ABOUT

THE PAPERS

Three papers will come due during the course of this semester. Each of them is to be at least 750 words in length and they are to be turned in on **February 24, March 31, April 26 and May 8, 2006.**

NOTE: UST 302 is a writing across the curriculum course. Unless you receive at least a "C" in the class, it cannot count as a writing across the curriculum credit.

You will always receive comments on your papers. But if you get your paper to the instructor before it is due, you will receive a tentative grade plus comments you can later use in revising it.

DO KEEP A COPY OF ALL PAPERS WHETHER YOU E-MAIL THEM OR TURN IN A HARD COPY.

HINTS FOR WRITING THE PAPERS

When writing the papers, remember the following:

1. Focus fully on the topic at hand, instead of flitting from one idea to the next. Doing that will help you to organize your thoughts and present cohesive, easily comprehended arguments.

2. Clearly state your point of view. Often, it is best to

do that right at the very beginning of your paper.

Defining terms is also important, as this puts you in charge of your dialogue. Whenever possible, strengthen your writing by supply specifics. Examples are always helpful.

3. Good writing is marked by "tensions." Tensions occur when opposing views are juxtaposed one against the other. That is why you should not just present your opinion. Rather, you should also present the views of people who "disagree" with you. Doing that, will not only enliven your writing, it will also help you to better formulate and express your thoughts.

4. Present direct quotes from your sources. Following that strategy will grant your writing an extra dynamic. It will also lend your paper "credibility," showing you have done your homework. Be certain to provide attributions for your quotes.

5. Whenever possible, make comments that present your points within a broad perspective. You might, for example, say, "America's economic system exemplifies the free enterprise model, being guided by supply and demand. And it follows from this fact that our health care delivery system is profit-driven." Making statements of this nature will help you to

better understand some important links.

6. Be certain to properly cite all references made within the body of your text. For example, if you include a quote from page 25 of a book by John Smith, you should place "(Smith, 25)" after that quote.

You should also prepare a list of all references cited in your paper. This list should include the following information: author of the writing that was cited, name of the writing that was cited, publisher of the writing that was cited, date the writing was published.

An APA Research Style Crib Sheet can be accessed at <http://www.docstyles.com/apacrib.htm#Intext>

USEFUL WEB SITE FOR WRITING

The CSU Writing Center

<http://www.csuohio.edu/writingcenter/writproc.html>

ATTENDANCE POLICY

It is highly advisable that you attend class. Your attendance will be reflected in your final grade.

Much of the material that is to be included in the papers will evolve from class discussions.

GRADING SCALE

Record your grades on this chart:

Paper One: _____

Paper Two: _____

Paper Three: _____

Paper Four: _____

Total: _____

You can earn a total of 400 points in the class, 100 points on each of three papers. Your final grade will be determined in accordance with this chart

400 - 372 A

371 - 360 A-

359 - 348 B+

347 - 332 B

331 - 320 B-

319 - 308 C+

307 - 280 C

279 - 240 D

239 - 0 F

POLICY FOR AN INCOMPLETE

GRADE

If you request an incomplete and agree to finish your work by a certain date, you will receive an "I." But if you simply do not turn in assignments, you will receive an "X."

Very late papers generally do not represent anybody's best effort. And grades tend to reflect this fact. A late withdrawal may be a better alternative if you have had a challenging semester. It will not lower your grade average.

DEFINITIONS

Conservative - Person who maintains that the economic system should be allowed to function without governmental interference and that the government is the problem, not the solution.

Demand - This term applies to the amount of a product or service consumers are willing to purchase. Demand fluctuates in accordance with the prices suppliers are charging.

Disenfranchised - Individuals who are "removed" from mainstream society because they: 1. are on the wrong side of power, place and polarization (in the wrong place

at the wrong time), 2. are not able/willing to market themselves, 3. experience tense relations with street level bureaucrats, such as police or school officials, 4. are burdened by negative stereotypes, 5. lack resources (job skills, money).

Note: Many observers would disagree with this definition. It is being presented as a talking point, not as the ultimate truth. This definition implies that a class system exists in our country, with mobility not being the norm.

A New York Times series (<http://www.nytimes.com/class>) presents this view point. We will be going over an article entitled, "Shadowy Lines That Still Divide," by Janny Scott and David Leonhardt.

<http://ecr.ulib.csuohio.edu/3/tram/tramcz.pdf>

Liberal - Person who maintains that the government can and should solve social problems by entering into the economic system.

Marketing - Efforts to push up demand for a particular product or service.

Politics - Efforts to dictate both public policy and private business transactions. Often, politics involves a power struggle as regards the utilization of public resources. It determines who will benefit from these assets.

Power - The ability to use resources to your own advantage.

Supply - This term applies to the amount of a product or service suppliers are willing to produce. Supply fluctuates in accordance with the prices consumers are willing to pay.

STEPS FOR CONDUCTING RESEARCH

1. DEVELOP AN OVERVIEW

It can be derived from things you read or from things you observe. You might also apply some intuition.

2. DEVELOP A HYPOTHESIS FROM YOUR OVERVIEW

Hypotheses clarify the relationship between two variables; variables can be measured and they fluctuate. A hypothesis might, for example, read: "People under 40 are more likely to express a favorable opinion of _____ than are people over the age of 40."

3. TEST THE HYPOTHESIS

You can do this by conducting surveys, interviews, participant observation or experiments.

4. ANALYZE YOUR RESULTS TO DETERMINE IF YOUR HYPOTHESIS IS SUPPORTED

This is done by means of statistical analyses.

5. INTERPRET YOUR RESULTS

This aspect of research remains more an art than a science.

How to Create your " My WebCT" Account

Step 1: (COMPUTER LAB, LEVIN COLLEGE)

Log in. If you are working from home, go to step 2.

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

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

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

Step 3: THIS IS A ONE-TIME ONLY STEP

After you have created your "My WebCT" account, you will come to your opening screen which has your name at the top. Click on "add a course". Go to "Urban Affairs" category, "Contemporary Urban Issues," UST 302, section 2 (Tramer) . Click the box that says "self-register". Return to your "My WebCT". The link to the course will appear in the upper right hand corner of your screen.

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

WebCT is a web-based courseware package that can be accessed anytime, anywhere you have an internet connection. Point your browser to <http://webct.csuohio.edu> to access

your my WebCT page. Internet Explorer is the preferred browser, however Netscape Navigator can be used as well. It is not recommended that you use WebCT through AOL. It does not interface well with the AOL browser.

When using Explorer or Navigator, check advanced options to make sure that java features are enabled. In Netscape Navigator, this is found under “Edit”, “Preferences”, “Advanced”. Check all boxes regarding java and then click “ok”. In Explorer, go to “Tools”, “Internet Options”, “Advanced”. Under the “Microsoft VM” section, make sure all boxes are checked and click “OK”.

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

SEGMENT ONE/

UNDERSTANDING RACE

People who have certain skin tones and facial features are often thought to be members of a particular race. But it is not all that easy. Social and economic (class) factors can be as much of a determinant as regards race as are biological factors. This segment will explore these complexities.

Dates of Sessions: January 18, 20, 23, 25, 27, 30, 2006; February 1, 3, 6, 8, 10, 13, 15, 17, 2006.

Date First Paper is Due: February 24, 2006.

VIDEOS FOR THE SEGMENT

"Welfare Mothers," PBS

"Race: The Power of An Illusion," PBS

ARTICLES FROM THE

STEINBERG TEXT FOR

THE SEGMENT

Bennett, Larry and Adolph Reed, Jr, "The Complexities of a Public Housing Community," 127 - 134.

Boger, John Charles, "The Kerner Commission Report in Retrospective," 8 - 36.

Guinier, Lani, "Democracy's Conversation," 55 - 59.

Massey, Douglas S. and Nancy A. Denton, "The Future of the Ghetto," 114 - 126.

Steinberg, Stephen, "The Liberal Retreat from Race," 37 - 54.

OTHER ARTICLES FOR THE SEGMENT

Orr, Larry, Jedith D. Feins, Robin Jacob, Erik Beecroft, Abt Associates Inc., Lisa Sanbonmatsu, Lawrence F. Katz, Jeffrey B. Liebman, Jeffrey R. Kling, National Bureau of Economic Research, "Moving to Opportunity Interim Impacts Evaluation,"

<http://www.huduser.org/Publications/pdf/MTOFullReport.pdf>

pages 1- 26.

King, Dr. Martin Luther, "Letter From a Birmingham Jail,"

<http://coursesa.matrix.msu.edu/~hst306/documents/letter.html>

INFORMATION ABOUT THE FIRST

PAPER DUE FEBRUARY 24, 2006

This paper should be at least 750 words in

length. You can receive a maximum grade of 100 points on it. To earn a high score provide details and be clear when making your points. Examples are always appreciated.

In completing this paper you should first familiarize yourself with the Moving to Opportunity project. Information about it will be presented throughout the segment.

And then, you should write a memorandum to your boss, the mayor, telling him/ her if you think such a program should be initiated locally. In answering that question, you should rely upon the readings, particularly those which talk about concentrated poverty.

Your writing should focus on these question:
Moving to Opportunity takes families out of inner city areas and places them into suburban communities. Does moving them away from areas of concentrated poverty do more than simply change their address? Does this transition increase their life chances?

When answering these questions, you should not only rely upon the article about Moving

to Opportunity. You should also take into account all of the assigned readings for this segment.

SEGMENT TWO/

UNDERSTANDING DIVERSITY

Diversity can be a wonderful thing. It makes a city lively and exciting, as people of all shapes, sizes and identities congregate there. But it can also create tensions that can flare into serious conflicts. And when one group remains much more viable than another, class antagonisms, not diversity, come into play.

Dates of Sessions: February 22, 24, 27, 2006;
March 1, 3, 6, 8, 10, 20, 22, 24, 2006.

Date Second Paper is Due: March 31, 2006.

ARTICLES FROM THE "ANNUAL

EDITIONS" TEXT FOR THE

SEGMENT

Chapter 2. "Conflicting Images of Amish Life," Susan Kinzie, 9 - 10.

Chapter 5. "It's Blarney Meet Chutzpah, Over Red Wine and Green Beer," Jennifer Medina, 17.

Chapter 7. "In New York, Gospel Resounds in African Tongues," Daniel J. Wakin, 20 - 21.

Chapter 9. "Old Cliches of Racists, Hicks and Hillbillies Die Hard When The Movies Head Below the Mason-Dixon Line," Scott Bowles, 24 - 25.

Chapter 10. "The Slave History You Don't Know," Scott McCleeme, 28 - 30.

Chapter 18. "Greener Pastures (on the Emerald Isle)," Nina Bernstein, 79 - 80.

Chapter 22. "Playing Indian at Halftime,"

Cornel E. Pewewardy, 93 - 97.

Chapter 29. "School Desegregation,"
Kenneth Jost, 118 - 130.

Chapter 33. "Teens, Heritage on Collision
Course," Rex W. Huppke, 142 - 143.

Chapter 43. "A Decade After Massacres,
Rwanda Outlaws Ethnicity," Marc Lacey,
196 - 197.

Chapter 44. "No Longer Just Nordic,"
Keith B. Richburg, 198 - 200.

Chapter 48. " Tribal Warfare," Bernard
Avishai, 213 - 218.

Chapter 51. "The Next Christendom:
The Coming of Global Christianity," Philip
Jenkins, 230 - 232.

ARTICLES FROM THE STEINBERG

TEXT FOR THE SEGMENT

Alba, Richard D., "Assimilation's Quiet

Tide," 211 - 222.

Hollinger, David, "The Ethno-Racial
Pentagon," 197 - 210.

Walzer, Michael, "What Does It Mean
To Be an American," 186 - 196.

INFORMATION ABOUT "BROKEN

WINDOWS" POLICING TO BE

UTILIZED DURING THIS SEGMENT

Abramsky, Sasha, "Crossing the Line,"
<http://ecr.ulib.csuohio.edu/3/tram/tramby.pdf>

Sullivan, Jacqueline, "Shattering 'Broken Windows':
An Analysis of San Francisco's Alternative Crime
Policies,"
<http://www.cjcj.org/pubs/windows/windows.html>

Wilson, James Q. and George L. Kelling, "Broken
Windows,"
<http://ecr.ulib.csuohio.edu/3/tram/trambz.pdf>

SERIES ENTITLED "PROGRESS OF

A PEOPLE"

This series from the "Argus Leader" of
Sioux Falls, South Dakota can be
accessed at

<http://www.argusleader.com/specialsections>

Scroll down to the series for 2003 and then
click on "Progress of A People" is listed.
It offers a "grass roots" understanding of the
process by which some Native Americans
have entered the mainstream.

INFORMATION ABOUT THE

SECOND PAPER DUE MARCH

31, 2006.

This paper should be at least 750 words in
length. You can receive a maximum grade
of 100 points on it. To earn a high score
provide details and be clear when making
your points. Examples are always appreciated.

Regionalism comes into play when a

group of communities join forces, sharing governmental functions. It can translate into savings as services and purchasing are consolidated. And the communities become powerful as they form a block.

In completing this paper, you should first familiarize yourself with regionalism by reading information posted at

<http://www.cleveland.com/region>

Then, you should ask: Can regionalism help to make diversity more of a positive force within the Cleveland area.

In writing this paper, you should rely upon all the articles in this segment, not only upon the ones that directly discuss regionalism. And you might take into account this article about the benefits that accrue from having divergent economic backgrounds attend the same schools.

Finder, Alan, "As Test Scores Jump, Raleigh Credits Integration by Income."

<http://ecr.ulib.csuohio.edu/3/tram/trameb.pdf>

A web site posted by the First Suburbs Consortium, an advocacy group for inner ring suburbs might also prove informative. By bringing together these communities, this group is fostering regionalism.

<http://www.firstsuburbs.org/neohio/index.htm>

REMEMBER: "Diversity" involves people from different backgrounds coming together. As they coalesce they become more powerful and vibrant.

However, diversity cannot thrive when "class antagonisms" come into play. These antagonisms breed polarization, not diversity.

An example of class/racial tensions threatening to explode is detailed in this article:

Ott, Thomas, "Urban Immigrants Bring a Culture Clash to Older Suburbs"

<http://ecr.ulib.csuohio.edu/3/tram/tramec.pdf>

SEGMENT THREE/

IMMIGRATION

Immigration can assume many different forms.

It occurs when people move into a new community or when they migrate to a new country.

No matter what the specifics, it brings political, social and economic changes in its wake.

Dates of Sessions: March 27, 29, 31, 2006;
April 3, 5, 7, 10, 12, 14, 17, 19, 2006.

Date Third Paper is Due: April 26, 2006.

ARTICLES FROM THE "ANNUAL EDITIONS" TEXT TO BE UTILIZED DURING THE SEGMENT

Chapter 4. " 'New Brooklyns' Replace White Suburbs," Rich Hampson, 14 - 16.

Chapter 13. "Zooming In On Diversity," William

H. Frey, 42 - 45.

Chapter 17. "The South's Changed Face," Annie Hull, 74 - 78.

Chapter 19. "Mexico Urged to Tighten Southern Border," Hugh Dellios, 81 - 83.

Chapter 28. "As Farming Changes, So Do Farm Owners," Andrew Martin, 114 - 115.

ARTICLES FROM STEINBERG TEXT

FOR THE SEGMENT

Briggs, Vernon M., "Immigration and the U.S. Economy: An Institutional Perspective," 253 - 266.

Mueller, Thomas, "The Immigrants Contribution to the Revitalization of Cities," 234 - 252.

Perlmann, Joel and Roger Waldinger, "Are the Children of Today's Immigrants Making It?," 223 - 233.

OUTSIDE READING FOR

THE SEGMENT

Belluck, Pam, "Novel Tack on Illegal Immigrants: Trespass Charges,"

<http://ecr.ulib.csuohio.edu/3/tram/tramdu.pdf>

Blumenthal, Ralph, "Texas Town Is Unnerved by Violence in Mexico,"

<http://ecr.ulib.csuohio.edu/3/tram/tramdc.pdf>

Greenhouse, Steven, "Day Laborer Battle Runs Outside Home Depot,"

<http://ecr.ulib.csuohio.edu/3/tram/tramdp.pdf>

Healey, Patrick, "L. I. Clash on Immigrants Is Gaining Political Force,"

<http://ecr.ulib.csuohio.edu/3/tram/tramci.pdf>

Iwata, Edward, "Immigrant Businesses Can Have Wide Economic Impact,"

<http://ecr.ulib.csuohio.edu/3/tram/tramea.pdf>

Lipton, Eric, "Despite New Efforts Along Arizona Border, 'Serious Problems' Remain,"

<http://ecr.ulib.csuohio.edu/3/tram/tramcw.pdf>

Lipton, Eric, "Hurdles for High-Tech Efforts to Track Who Crosses Borders,"

<http://ecr.ulib.csuohio.edu/3/tram/tramdd.pdf>

Bernstein, Nina, "Most Mexican Immigrants in New Study Gave up Jobs To Take Their Chances in U.S.,"

<http://ecr.ulib.csuohio.edu/3/tram/tramed.pdf>

"Mexican=Infestsican,"

<http://ecr.ulib.csuohio.edu/3/tram/tramdt.pdf>

Palma, Anthony, "15 Years on the Bottom Rung,"

<http://ecr.ulib.csuohio.edu/3/tram/tramde.pdf>

Pear, Robert, "Racial and Ethnic Minorities Gain in the Nation as a Whole,"

<http://ecr.ulib.csuohio.edu/3/tram/tramdf.pdf>

Porter, Eduardo, "Illegal Immigrants Are Bolstering Social Security With Billions,"

<http://ecr.ulib.csuohio.edu/3/tram/tramcy.pdf>

Porter, Eduardo and Elisabeth Malkin, "Way North of the Border; In Minnesota, a Community of Mexican Immigrants Takes Root,"

<http://ecr.ulib.csuohio.edu/3/tram/tramds.pdf>

"U.S. Undocumented Immigrant Numbers

Surge,"

<http://ecr.ulib.csuohio.edu/3/tram/tramcx.pdf>

Zernike, Kate, " Cultural Differences

Complicate a Georgia Drug Sting Operation,"

<http://ecr.ulib.csuohio.edu/3/tram/tramdq.pdf>

Vitello, Paul, "As Illegal Workers Hit Suburbs,

Politicians Scramble to Respond,"

<http://ecr.ulib.csuohio.edu/3/tram/tramdo.pdf>

WEB SITES ABOUT IMMIGRATION

REFORM

Center for Immigration Studies

<http://www.cis.org>

Federation for American Immigration Reform

<http://www.fairus.org/site/PageServer>

VIDEOS FOR THE SEGMENT

"Illegal Immigration," PBS

"Young, French, Muslim" PBS

INFORMATION ABOUT THE THIRD PAPER DUE APRIL

26, 2006

This paper should be at least 750 words in length. You can receive a maximum grade of 100 points on it. To earn a high score provide details and be clear when making your points. Examples are always appreciated.

In completing this paper, you should first read about the guest worker program that President Bush has proposed. This proposal is outlined in the following article:

Stevenson, Richard W., "President Renews Effort to Overhaul Immigration Policy,"

<http://ecr.ulib.csuohio.edu/3/tram/tramee.pdf>

Then, you should indicate if you would favor implementing such a proposal. You can approach this question from many different angles. For example, you might say, "In a perfect world, I would strongly favor

implementing this plan.

But politics and business being what they are I do not think it would be initiated. And even if it was initiated, I do not think it would have the intended effect. Initiatives do not always work the way they were intended to work." Those comments are honest.

When completing this paper, you should rely upon the readings for this segment and upon any other information you can garner. And always keep in mind this consideration: If businesses are earning profits from the present arrangement whereby illegal immigrants afford them "cheap" labor is that scenario likely to change any time soon?

SEGMENT FOUR/

HEALTH

Our economy functions on a for profit basis, with

our health care delivery system being no exception to that rule. Some view this arrangement in positive terms. They maintain that it translates into medical advances and treatment options that people elsewhere would envy.

But others see these matters through a different lens. They believe that because our health care delivery system remains profit-driven those who have resources receive better care than do those who lack resources.

For purposes of this segment, we will be value neutral in our consideration of these matters and simply say that the market driven nature of our health care system creates challenges.

Dates of Sessions: April 21, 24, 26, 28, 2006;
May 1, 3, 5, 2006

Date Fourth Paper is Due: May 8, 2006.

ARTICLES THAT DISCUSS CHALLENGES OUR HEALTH CARE DELIVERY SYSTEM FACES

According to a report by Families USA entitled,
"One In Three: Non-Elderly Americans Without

Health Insurance 2002 - 2003" not only the poor lack adequate coverage. Many middle class individuals also face this problem, something which would prevent them from receiving the care they need.

http://www.familiesusa.org/site/DocServer/82million_uninsured_report.pdf?docID=3641

Does being poor make you sick or does it work the other way around? Nobody knows the answer to that question for a fact. But as "Enough to Make You Sick" by Helen Epstein notes this link can be very hard to break no matter which direction it runs.

<http://ecr.ulib.csuohio.edu/3/tram/trambg.pdf>

"Life at the Top in America Isn't Just Better, It's Longer" by Janny Scott points out disparities that separate the care that people from various social milieux receive.

This results in more privileged individuals enjoying longer life spans and recovering more completely from any health emergencies they might experience

<http://ecr.ulib.csuohio.edu/3/tram/tramdk.pdf>

THE AIDS CRISIS AND BLACKS

"The Village Voice" published a six part series which outlines some essential facts about how the AIDS pandemic has impacted upon Blacks.

The articles in this series include:

Article One: "AIDS and Black New Yorkers: Emergency Call" by Kai Wright

<http://www.villagevoice.com/issues/0024/wright.shtml>

Although new medications have made AIDS a survivable condition, these treatments (pharmaceutical cocktails) have not yet reached deep into the Black community where the epidemic still manifests itself in the same manner that it did during the 1980s.

Article Two: "AIDS and Black New Yorkers: Black, Gay, At-Risk" by Kai Wright

<http://www.villagevoice.com/issues/0025/wright2.shtml>

Widespread homophobia translates into many HIV positive individuals not receiving support from their community.

Article Three: "AIDS and Black New Yorkers: The Tuskegee Effect" by Kemba Johnson

<http://www.villagevoice.com/issues/0026/johnson.shtml>

The Tuskegee experiments whereby Black men were

allowed to die of untreated syphilis exacerbated the distrust Blacks feel towards the medical establishment. These sentiments may keep some individuals with AIDS from seeking treatment.

Article Four: "AIDS and Black New Yorkers: Double Jeopardy" by Kai Wright

<http://www.villagevoice.com/issues/0027/wright.shtml>

A disproportionate number of incarcerated Blacks are HIV positive; this could prove a danger when they get back into the community. Also, they may not be receiving life-saving treatment.

Article Five: "AIDS and Black New Yorkers: Rising Infection Rate Reflects an Age-Old Gender Imbalance Black Women and HIV" by Sharon Lerner

<http://www.villagevoice.com/issues/0029/lerner.shtml>

Their being disempowered, makes it difficult for women to protect themselves against AIDS. They, consequently, are being infected in increasing numbers.

Article Six: "AIDS and Black New Yorkers: The Money Trail" by Kemba Johnson

<http://www.villagevoice.com/issues/0030/johnson.shtml>

This article talks about the politics involved in funding AIDS efforts. Funds that flow to community-based programs one year are not always forthcoming the

next year. Projects and support for them go in and out of fashion.

***THESE ARTICLES ALSO DISCUSS
CHALLENGES OUR HEALTH CARE
DELIVERY SYSTEM FACES***

Abelson, Reed, " Dr. Saves-a-Lot: To Fight Rising Costs, Hospitals Seek Allies in the Operating Room,"

<http://ecr.ulib.csuohio.edu/3/tram/tramel.pdf>

Harmon, Amy, " Young, Assured and Playing Pharmacist to Friends,"

<http://ecr.ulib.csuohio.edu/3/tram/tramem.pdf>

Kolata, Gina, " When the Doctor Is in, but You Wish He Weren' t,"

<http://ecr.ulib.csuohio.edu/3/tram/tramen.pdf>

Leland, John, " When Health Insurance Is Not a Safeguard,"

<http://ecr.ulib.csuohio.edu/3/tram/trameo.pdf>

Perez-Pena, Richard, " Trying to Get, and Keep, Care Under Medicaid,"

<http://ecr.ulib.csuohio.edu/3/tram/tramep.pdf>

Saul, Stephanie, " Gimme an Rx! Cheerleaders Pep Up Drug Sales,"

<http://ecr.ulib.csuohio.edu/3/tram/trameq.pdf>

RESPONSES TO THE CHALLENGES OUR HEALTH CARE DELIVERY SYSTEM FACES

There is no lack of proposals for a single-payer plan, an initiative some claim would make health care more available to Americans.

A variation presented by Physicians for a National Health Plan

http://www.pnhp.org/facts/singlepayer_faq.php?page=1

would be federally financed and administered by a public insurer at the state or regional level.

It would be financed by a 7 per cent payroll tax paid by employers, with employees paying an additional 2 per cent. These figures are lower than the amount Americans are currently paying for health care.

Zuger, Abigail, " For a Retainer, Lavish Care by ' Boutique Doctors'"

<http://ecr.ulib.csuohio.edu/3/tram/tramer.pdf>

Information about the State Children's Health Insurance Program, which provides insurance to children with family incomes that surpass

Medicaid limits. This material was posted by the American Academy of Pediatrics.

<http://www.aap.org/advocacy/staccess.htm>

INFORMATION ABOUT THE FOURTH PAPER DUE MAY 6, 2006

This paper should be at least 750 words in length. You can receive a maximum grade of 100 points on it. To earn a high score provide details and be clear when making your points. Examples are always appreciated.

This segment presents many different strategies (arrangements) - boutique medicine, a universal health plan, SCHIP - that might help our health care system provide more optimum care. In completing this paper, you should select one of these options - and discuss why you think it could help "plug holes" in our present system.

You should rely upon all readings for this segment. And if you say, "I think plan x should be adopted," it is advisable to indicate why you think this arrangement remains preferable to other options.

Also, you might want to note if you think the option you selected would be adopted. For example, you might find a universal health plan desirable but conclude that it will not be enacted because the prevailing health care delivery system is enriching businesses and they will not forego these profits.