

**CLEVELAND STATE UNIVERSITY
SPRING SEMESTER 2007**

Contemporary Urban Issues UST/PSM 302 Section 503

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| Time: | Mon., 6 - 7:50 p.m. |
| Instructor: | Dr. Ronnie Dunn |
| Office: | Urban Affairs Building, Room 314 |
| Classroom: | Urban Affairs Building, Room 112 (The Dively Room) |
| Telephone: | (216) 687-5494 |
| E-mail: | r.dunn@csuohio.edu |
| Office hours: | MW, 10 a.m. – 12 p.m. and by appointment |

Course Description:

This course examines the physical, social, and economic dimensions of the urban crisis with an emphasis on minority communities in general and African Americans in particular. We will explore the dynamics of race and class in American cities. An interdisciplinary approach will be used to study contemporary issues such as poverty, education, politics, and race and the criminal justice system, with a particular focus on the issue of racial profiling.

Course Objectives:

The purpose is to provide students with scholarly and practical skills. By participating in the course, the student is expected to gain a better understanding of:

Issues and challenges to urban America

Public policy and politics relevant to race and ethnicity

Appreciation of diversity

And enhanced writing, research, critical thinking, and analytical skills through writing assignments and a final paper.

Course Requirements:

This course will consist of readings, presentation of online lectures, viewing audiovisual materials, written assignments, and (tentatively) guest lectures. Because the course is web-based, the interaction and discussion of issues presented in the class will primarily occur online. Therefore, it is imperative that students taking the course are familiar with computers and the Internet. Students are expected to complete the assigned readings and assignments, as well as participate in the online group discussions. Exams will be based

on material from each of these sources. Completion of assignments and participation in online activities are necessary to do well in the course.

General Education Requirements:

This course fulfills both the *Writing Across the Curriculum* (WAC) and the *African American Experience: Race and Racism* General Education Requirements.

In order to earn a “C” in the class and meet the WAC requirements each student must write an 8-10 page paper (2000 word minimum) written at a “C” skill level. However, if your writing is weak, yet you demonstrate an understanding of the course material and meet all other course requirements, you may receive at least a “D” grade, but will not receive WAC credit for the course. This paper must be typewritten or word-processed in double-spaced format. Papers must conform to the Manual of Style of the American Psychological Association. Grammar and spelling will be graded.

Written Assignment Evaluation: Evaluation of student papers is based on the following criteria:

- (1) **Focus** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.
- (2) **Development** – Incorporate quotes, paraphrases, examples, inferences, reasoning, and opinions to support your hypothesis.
- (3) **Organization** – Is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?
 - (1) **Style** – Style relates to the sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for an upper level college assignment?
 - (2) **Mechanics** – Refers to the punctuation, spelling, and grammar. **Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words. Spell-check your work!**

For students with difficulty writing it is suggested that you utilize the Writing Center located in Main Classroom 321.

Class Assignments:

Students are responsible for responding in writing to questions related to the assigned readings for each week. Responses to each question should be between 150-200 words in length. Assignments are to be posted on the WebCT discussion board and are due by 6 p.m. of the following Monday that the readings were assigned e.g. responses to questions for readings from the week of January 29th are due on February 5th. The book review draft and final paper are to be emailed to the professor’s WebCT email account on the scheduled due dates.

In that the class addresses “contemporary” urban issues, students should stay abreast of local and national current events relative to the subject matter by reading the newspaper and listening to the news regularly. Students should consult various media sources in order to obtain a broader perspective on issues.

Late assignments will be penalized. Each day that an assignment is late 1/3 of the points for the assignment will be deducted from the final grade for that assignment. Points will not be given for assignments more than three (3) days late.

Grading:

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| Family History | 5% |
| Weekly class assignments | 20% |
| Midterm and final exams (20% each) | 40% |
| Book review draft | 10% |
| Final book review | <u>25%</u> |
| | 100% |

Class Schedule:

While the majority of the class activities will take place online, there are five scheduled in-class sessions during the semester. The first class, the midterm and final exams, as well as two additional class sessions will be held in class (see course outline below). Students are expected to attend each of these sessions and attendance will be taken. Two guest lecturers will tentatively be scheduled during two of the in-class sessions. The dates will be announced via WebCT email once the speakers are confirmed. Students are required to attend these sessions. Any changes to the schedule will be posted.

Required Text:

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

Readings on Electronic Reserve

Articles provided by the instructor are on Electronic Course Reserve (ECR).

Supplemental Readings:

Harris, David, 2002, **Profiles in Injustice:** Why Racial Profiling Cannot Work. New York: W.W. Norton & Company.

OR

Anderson, Elijah, 1999, **Code of the Street:** Decency, Violence, and the Moral Life of the Inner City. New York: W. W. Norton & Company.

Students have the option of choosing either of the supplemental readings for their book review, and should attend class before purchasing the supplemental reading. Both books should be available in the campus bookstore. Both books will also be on reserve in the main library on campus.

Course Outline and Reading Schedule

January 22: *In-class session (meet in Computer Lab: UR 40)*

Introduction to Course

Course overview

View video: *40th Anniversary of March on Washington*

Article (ECR): *30 Years after Kerner Report, some say racial divide wider*

Assignment: Family History – Write a brief two-page family history. Discuss your family’s place of origin, racial/ethnic background, where your family immigrated or migrated from, and what brought them (or yourself) to the Greater Cleveland area. Discuss family member’s occupations and aspirations. Interview older family members for information on your family’s history (to the extent possible).

January 29

Historical View of Race Relations (WebCT)

Article (ECR): *White Privilege Shapes the U.S.*

Kellogg, Introduction: Challenges and Opportunities;

Article (ECR): *How the Media Compound Urban Problems*

Chapter 1: Changing Demographics in the American City;

IAT Exercise: Go to the website <https://implicit.harvard.edu/implicit/>, read the instructions and take the racial preference test. Please record your test results on the WebCT discussion board. (Do not be too upset by your test results, we all very likely harbor some racial preferences that we are unaware of or may not be comfortable acknowledging.)

February 5

Kellogg, Chapter 1:

The Development of Ethno-Racial Muslim Communities in the U.S. (Isaksen Leonard);

Ethnic Enclaves and Cultural Diversity (Guest and Kwong)

Family History due

February 12

Kellogg, Chapter 2:

Disentangling Poverty and Race (Johnson);

Black Picket Fences: Privilege and Peril among the Black Middle Class (Pattillo-McCoy)

Plight deepens for black males (WebCT)

Article (ECR): *Middle Class Blacks are Their Brother’s Keeper*

February 19

Kellogg, Chapter 3:

Urban Governance Institutions; Immigrants, Blacks, and Cities (Jones-Correa);
A Cross-Cultural Framework for Understanding Gangs: Multiple Marginality
and Los Angeles (Diego Vigil and Yun)

February 26

Kellogg, Chapter 3:

Racial Profiling: Driving While Black in Cleveland (Dunn)

View online video: *A Pattern of Suspicion* at
<http://www.msnbc.msn.com/id/4703833/> and

(ECR digitized video) *Change in the Police Department/Racial Profiling*

Articles (ECR): *Tale of Two Roads reveals Racial Divide*; *Traffic Tickets for One and All*; *More questions after police study (Brett)*; *Changing the Police Paradigm (Price)*; *Cleveland officials mum on racial profiling (Baird)*; *City police stop blacks more often, study says (Vinella & Perkins)*; *Follow-up traffic study (Editorial)*; and *Data show Cleveland Police target blacks (Dunn)*; *Cleveland police always justify using force (Baird)*; *Issues still surround use-of-force probes (Baird)*; *Patrolman ranks high in using force on suspects, complaints from citizens (Baird)*; and *Justice is not colorblind, white officers say (Nichols)*

In-class session (Rm. 112)

Guest speaker TBA

Midterm review

March 5

Midterm exam

In-class (Rm. 112)

March 12

Kellogg, Chapter 2:

Housing Policy and the Crisis of Affordability in the Southwest (Diaz)

March 19

Kellogg, Chapter 4:

Introduction and 50 Years After Brown v. Board of Education: The Promise and Challenge of Multicultural Education (Zirkel and Cantor); *Guest lecturer:*

(tentatively) Civil Rights Attorney, James Hardiman, lead counsel of Cleveland School Desegregation Case

In-class (Rm. 112)

March 26

Kellogg, Chapter 4:
Hip-Hop Generation vs. Civil Rights Generation: The Challenge of Afrocentric Reform (Ginwright); Native American Education in Chicago: Teach Them Truth (Beck)

April 2

Kellogg, Chapter 5: Cities as Mosaics of Risk and Protection (Fitzpatrick and LaGory);
Book review drafts due

April 9

Kellogg, Chapter 5:
“My Children Need Medicine” Health Care and Illnesses (Fixico)

April 16

Kellogg, Chapter 5:
Environmental Justice and Information Technologies: Overcoming the Information-Access Paradox in Urban Communities (Kellogg and Mathur)
Book review drafts returned

April 23

Kellogg, Chapter 6:
Pulling Apart: Economic Segregation among Suburbs, and Central Cities in Major Metropolitan Areas (Swanstrom et. al.)
IAT Exercise: Retake the racial preference test and compare and post your results on the discussion board. Note any changes in your results and your feelings regarding your results.

April 30

Kellogg, Chapter 6:
Telecommunications and the Future of Cities: Debunking the Myths (Graham)
Book review due

May 9

Final exam Wednesday, May 9th, 6 - 8 p.m.
In-class (Rm. 112)

***The schedule and assignments may change at the discretion of the instructor.**

GUIDELINES FOR FOCUSING ON LEARNING IN ON-LINE CLASS DISCUSSIONS

1. Be open-minded and don't feel compelled to always be right. Welcome others' thoughts and opinions as a way to better understand the potential limitations of your own assumptions and an opportunity to grow. It is a good thing to have others think differently than you.
2. If the instructor has posted multiple part questions, make sure that you respond to each part when posting your message.
3. Put yourself in the shoes of the person with whom you are communicating. Make sure that you send a message that will be understood in the manner that you intended. Remember that what we intend to say, and how someone else perceives what we say, often differ. In successful communication, the two are one and the same.
4. Use personal statements like "I" rather than "you..."
5. Clarify first what was said before you challenge someone, e.g., "If I understand you correctly, you believe..."
6. Don't avoid discussing difficult or sensitive issues. Deal with them courageously without lapsing into superficial politeness that avoids healthy debate.
7. Think through your response before you type it on the discussion board. It may even help you to type it out in "Word" first (using spell-check when necessary!!) and then cut and paste it (avoids typos too!)
8. Remember, once you post a message, it cannot be retrieved so make sure that the language you use is appropriate.

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

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 in to the computer. The login and password have no relationship to your WebCT accounts/passwords. 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 503, Spring 07 (Dunn)”. 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://academic.csuohio.edu/webct/> to access you’re my WebCT page. Please see the connection FAQs regarding compatible browsers, and common troubleshooting tips. Some features of WebCT require users to allow pop-ups and enable java functions in browsers. For more information, see <http://academic.csuohio.edu/webct/connectFAQ.html>.

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

Cleveland State University: Urban Studies Computer Labs & Hours

Location

Urban Rooms 39 and 40, Lower Level.

Information

UR 40 is the primary student computer lab with 33 stations. UR 39 is a teaching lab with 16 stations and is also used when UR 40 is overloaded. Every urban student has an active account within the computer labs. You must be a student of the Urban College in order to use the labs. The labs are PC based with a Windows 2000 operating system. Both labs have an overhead LCD projector for instructional use.

Lab hours for summer are :

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| Monday-Thursday | 9:00 a.m. - 10:00 p.m. |
| Friday | 9:00 a.m. - 5:00 p.m. |
| Saturday | 9:00 a.m. - 5:00 p.m. |
| Sundays | closed |

Contact

Student Technology Support Specialists, STSS (Lab Monitors)

Phone: (216) 523-7566

Email: stss@urban.csuohio.edu

STSS Supervisor: (216) 687-6898, caryn@urban.csuohio.edu.