

**UST/PSM 302 Contemporary Urban Issues Section 501 (web-based course)**

*Tuesday, January 16, 10-11:40am (Only in-class session)*

**Meet in: UR40**

**Instructor: Erica Matheny**

**Office Hours: By Appointment (UR 327e)**

**Phone: 330-285-4790**

**Email: e.matheny@csuohio.edu**

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**Course Description and Objectives**

This course is designed to introduce students to contemporary urban issues in American cities. This course will use an interdisciplinary approach to explore spatial, demographic, political, social, physical, economic and ecological aspects of contemporary urban life.

A primary objective of this course is to help students improve their analytical skills to better understand contemporary urban issues. Part of this process entails examining a variety of theoretical models and ideological perspectives for understanding our images of gender, class, and most significantly—race (*this course satisfies university requirements for “African American experience”*). Through such examination, we will rethink our images of race, class, ethnicity, economy, the urban environment and government policy and how these shape our understanding of urban conditions and experiences.

A second objective of this course is to provide students with opportunities to improve their writing skills. This course is a university “*writing across the curriculum*” (WAC) course, and an emphasis is placed on improving your composition skills through feedback and draft polishing. These feedback cycles take time, thus no assignments will be accepted late except in extenuating circumstances (as determined by the instructor). ***Talk to the instructor as soon as possible if you are having trouble keeping pace with the class.***

**Course Format, Assignments, and Grading**

**Attendance.** The unique web-based format of this class requires a high-level of personal responsibility towards completion of readings and assignments in a timely manner. This allows you greater flexibility in when you complete assigned tasks, but **you are ultimately responsible**, as the student, to stay up to date with course requirements and updates via the course website.

**Assignments and Grading.** Satisfactory performance will need to be demonstrated in the writing assignments in order to receive a passing grade for the class. All writing assignments must be submitted in Microsoft Word format as attachments, **double-spaced, using 12 point Times New Roman font and standard 1” margins. Also note that paper length requirements do NOT include cover page or references.**

**If you do not have or use Microsoft Word, please submit assignments in .rtf (rich text format).**

Assignments are available in the Assignment Drop Box on WebCT. Grades will also be posted on WebCT for all completed assignments approximately one week after they have been submitted.

**Students are expected to complete the following assignments:**

1. Complete assigned readings each week and participate fully in weekly online discussions (see below).
2. Complete three written homework assignments posted by the instructor on WebCT.
3. Write a 6-8 page essay (minimum 1500 words) following the guidelines below.
4. NO assignments will be accepted more than three days past their due date. One-half letter grade (5%) will be subtracted for each day late (up to a total of 3 days).

**Online Discussion Board**

All discussion board topics will be posted by Tuesday evenings prior to each class session. You have the duration of the week (from Tuesday to the following Monday) to respond to the discussion questions. Participation in online discussions is dependent on your completion of the weekly reading assignments. If you have not done the reading, you will be unable to adequately discuss the material!!! The **minimum standard** for participation in online discussions is to:

- ✚ Read each posting by the instructor as well as fellow students
- ✚ Post an original message related to the instructor's discussion topic/question before posting to other student discussions
- ✚ Respond to at least one message posted by a fellow student for each discussion topic posted by the instructor.
- ✚ It is imperative that the instructor's discussion board questions/comments be answered/addressed **completely** in order to obtain full credit for that week's discussion board. (e.g. If I ask why is environmental justice important and for 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).

**Essay Guidelines**

For this assignment, you may select one topic of interest from either our course schedule below, or from the Kellogg text. Your ***topic*** must be submitted in the WebCT Assignment Drop Box by ***Feb. 6***. This assignment is purposely open-ended to give you some freedom in choosing a topic of interest, but please choose your topic carefully. Narrow your topic down to a very specific issue (e.g. "Racial profiling of drivers by the Cleveland Police, as opposed to Racial profiling"). Maintaining a very narrow focus will greatly improve your ability to comply with the assignment's length (no more than 8 pages!!) This paper will conclude with a references page, consisting of ***no less than 6 different scholarly sources*** (articles, books, reports, book chapters, etc). Of the references cited, only one may come from our required class readings.

Of special note: when using internet sources during your research, only choose those which are reputable and scholarly. If it isn't something that can be found in the CSU library, it probably isn't a good source. For example, an online version of an article from the American Planning Association (APA) is a good source, but a citation from [www.jennifersthoughts.net](http://www.jennifersthoughts.net) is probably a terrible source for research information! 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.

Format your essay using APA (American Psychological Association) guidelines, including parenthetical references and a bibliography. If you need more information on how this is done, information is available at the CSU library's website, or on the Online Course Resources section of the WebCT site. Grammar and spelling will be graded as well, so be sure to spell check!

For students with difficulty writing, the Writing Center is available, located in Main Classroom 321.

If you are interested, you may turn in an **optional** polished draft of your paper no later than **Tuesday April 3** *USING WEBCT ASSIGNMENT DROP BOX* for revision. This draft will be returned to you within one week with corrections/guidance for you to revise and resubmit by its final due date of **Tuesday May 8 at 11:59pm**. My revisions do not guarantee that you will obtain all 35 points for the paper, but may help to guide you if you are encountering problems.

**Your final grade will be based upon:**

Assignment Dropbox Assignment #1	1
Class participation/weekly discussion postings (2% each)	30
Midterm	15
3 Homework assignments (6% each)	18
Essay Topic	1
Final Essay	35
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Total possible points	100

**Grading scale** is as follows:

A	94—100
A-	90—93
B+	86—89
B	80—89
B-	75—79
C	70—74
D	60—69
F	59 or less

**Academic Misconduct.** Cheating or collaborating on assignments, plagiarism (copying others work in any form without proper reference and citation), or any other form of academic misconduct is strictly prohibited and will not be tolerated. Consequences for academic misconduct are based on university regulations, and are grounds for the grade of "F" for the course. Please refer to the university student handbook for further information.

**Students with special needs.** Anyone with special needs (persons with physical handicaps, university-documented learning disabilities, English as a second language) should identify themselves to the instructor by the end of the first week of class if he/she needs special accommodations.

## **Required and Optional reading Materials**

The following *required text* can be purchased at the CSU bookstore, or online. Please ask or email me if you are having trouble finding the text.

**Kellogg, Wendy. 2006. *The 21<sup>st</sup> Century American City: Race, Ethnicity, and Multicultural Urban Life*. Kendall/Hunt Publishing Co. ISBN: 0757531334**

Other required course readings can be found on CSU's *Electronic Course Reserve (ECR)*, or on the Internet, as directed by the course schedule below.

*Optional readings* that may help you polish your writing skills are available at CSU's University library Virtual Reference desk. On the library homepage, <http://www.ulib.csuohio.edu/>, locate the drop-down menu "Virtual Reference" towards the top of the right side of the screen, in the drop-down menu, find and click on "Writing Resources". There you will find style guides, writing guides, dictionaries, and thesauri at your fingertips, including several guides on APA formatting style.

### **Course Schedule and Weekly Reading Assignments**

**ECR means reading is available on Electronic Course Reserve through the Univ. library.**

#### **WEEK 1: JAN. 16 – First and Only In-person Class – An Introduction to Race & Class Discussion Topic 1 Response DUE Jan. 22**

Introduction to course, WebCT orientation in computer lab, overview of course content

1. *Introduction: Challenges and Opportunities* [Kellogg Ch. 1]
2. *White Privilege* (McIntosh) (ECR)

#### **WEEK 2: JAN. 23**

##### **Discussion Topic 2 response DUE Jan. 22**

1. *White People's Burden*. – **available at the following website:**

<http://uts.cc.utexas.edu/%7Erjensen/freelance/whitepeoplesburden.htm>

2. *30 Years after the Kerner Report* – **available at the following website:**

<http://www.cnn.com/US/9803/01/kerner.commission/>

3. Should Public Policy be class conscious rather than color conscious? (Steinberg, ed.) (ECR)

#### **WEEK 3: JAN. 30**

##### **Discussion Topic 3 response DUE Jan. 29**

1. *Democracy's Conversation* (Steinberg, ed.) (ECR)
2. *Yackety-Yak about Race* (Steinberg, ed.) (ECR)
3. *What Does it Mean to be an American?* (Steinberg, ed.) (ECR)

**WEEK 4: FEB. 6**

**Discussion Topic 4 response DUE Feb. 5**

***ESSAY TOPIC DUE TUESDAY, FEB. 6 BY 11:59PM***

***HOMEWORK #1 DUE TUESDAY, FEB. 6 BY 11:59PM***

1. *Introduction: Poverty, Class, and Race* [Kellogg Ch. 2]
2. *Disentangling Poverty and Race* (Johnson) [Kellogg Ch. 2]
3. *Black Picket Fences: Privilege and Peril among the Black Middle Class* (Pattillo-McCoy) [Kellogg Ch. 2]

**WEEK 5: FEB. 13**

**Discussion Topic 5 Response DUE Feb. 12**

1. *The Develop. of Ethno-Racial Muslim Communities in the U.S.* (Leonard)[Kellogg Ch. 1]
2. *Ethnic Enclaves & Cultural Diversity* (Guest & Kwong) [Kellogg Ch. 1]

**WEEK 6: FEB. 20**

**Discussion Topic 6 Response DUE Feb. 19**

1. *The Future of the Ghetto* (Steinberg, ed.) (ECR)
2. *The Complexities of a Public Housing Community* (Steinberg, ed.) (ECR)
3. *Housing Policy and the Crisis of Affordability in the Southwest* (Diaz) [Kellogg Ch. 2]

**WEEK 7: FEB. 27**

**Discussion Topic 7 Response DUE Feb. 26**

Kellogg, Chapter 3

1. *Introduction: Urban Governance Institutions* [Kellogg Ch. 3]
2. *Immigrants, Blacks, and Cities* (Jones-Correa) [Kellogg Ch. 3]
3. *A Cross-Cultural Framework for Understanding Gangs: Multiple Marginality and Los Angeles* (Vigil and Yun) [Kellogg Ch. 3]

**WEEK 8: MARCH 6**

**Discussion Topic 8 Response DUE March 5**

***MIDTERM EXAM (available online Monday 3/5/07, DUE Sunday 3/11/07)***

**WEEK 9: MARCH 13 – SPRING BREAK – OFFLINE WEEK**

**WEEK 10: MARCH 20**

**Discussion Topic 9 Response DUE March 19**

1. *A Pattern of Suspicion* (View online video available at website below)
2. *Numbers: Ticketing by race in 12 cities* (Article/map available at website below)  
<http://www.msnbc.msn.com/id/4703833>
3. *Racial Profiling: Driving while Black in Cleveland* (Dunn) [Kellogg Ch. 3]

**WEEK 11: MARCH 27**

**Discussion Topic 10 Response DUE March 26**

***HOMEWORK #2 DUE TUESDAY, MARCH 27 BY 11:59PM***

1. *Broken Windows* (Wilson & Kelling) (ECR)
2. *How an Idea Drew People Back to Urban Life* (Wilson & James) (ECR)
3. *Seeing Disorder: Neighborhood Stigma & the Social Construction of “Broken Windows”* (Sampson & Raudenbush) (ECR)

**WEEK 12: APRIL 3**

**Discussion Topic 11 Response DUE April 2**

***ESSAY DRAFT (OPTIONAL) DUE***

1. *Neighborhoods in Transition* (Keating & Smith) (ECR)
2. *Safe and Productive Neighborhoods* (Putnam) (ECR)

**WEEK 13: APRIL 10**

**Discussion Topic 12 Response DUE April 9**

1. *Introduction: Education & Urban Schools* [Kellogg Ch. 4]
2. *50 Years after Brown v. Board of Education* (Zirkel & Cantor) [Kellogg Ch. 4]
3. *Hip-Hop Generation v. Civil Rights Generation* (Ginwright) [Kellogg Ch. 4]
4. *Native American Education in Chicago* (Beck) [Kellogg Ch. 4]

**WEEK 14: APRIL 17**

**Discussion Topic 13 Response DUE April 16**

1. *Environmental Justice* (Sustainable Cleveland Partnership) (ECR)
2. *Cities as Mosaics of Risk and Protection* (Fitzpatrick and LaGory) [Kellogg Ch.5]
3. "My Children Need Medicine" (Fixico) [Kellogg Ch. 5]
4. *Environmental Justice & Information Technologies* (Kellogg & Mathur)[Kellogg Ch.5]

**WEEK 15: APRIL 24**

**Discussion Topic 14 Response DUE April 24**

***HOMEWORK #3 DUE TUESDAY, APRIL 24 BY 11:59PM***

1. *Mobility and Sprawl* (Putnam) (ECR)
2. *Outmigration of Population* (Ecocity Cleveland) (ECR)
3. *Sprawl without Growth* (Ecocity Cleveland) (ECR)
4. *Introduction: Changing shape of the city* [Kellogg Ch. 6]
3. *Pulling Apart* (Swanstrom, Casey, Flack, & Dreier) [Kellogg Ch. 6]

**WEEK 16: MAY 1**

**Discussion Topic 15 Response DUE April 30**

1. *Growing up with Technology* (Mander) (ECR)
2. *Telecommunications & the future of Cities* (Graham)[Kellogg Chapter 6]

**FINALS WEEK: MAY 8**

***MAY 7: FINAL ESSAY DUE Tuesday May 8 at 11:59pm***

## **GUIDELINES FOR FOCUSING ON LEARNING IN ONLINE CLASS DISCUSSIONS**

1. Release the need to be right. Welcome one another's thoughts and opinions as a way to better understand the potential limitations of your own assumptions. It is a good thing to have others think differently than you.
2. In cases where 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 there is "intent" (what you intend), and "impact" (how someone else perceives what you are trying to communicate). In successful communication, the two are the same.
4. Make personal statements by using "I" rather than "you..."
5. Clarify first what was said before you challenge someone, e.g., "If I understand you correctly, you believe..."
6. Deal courageously with difficult situations, e.g., by not lapsing into pseudo-community (superficial politeness that avoids healthy conflict).
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 from 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 or other location, 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, “UST 302 Contemporary Urban Issues, section 501, Spring 2007 (Matheny) ”. 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 you’re 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](mailto:caryn@urban.csuohio.edu).

**CSU Urban Studies Computer Labs & Hours**  
**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.

::Spring 2007 Semester Hours –

**Lab hours for spring are :**

Monday-Thursday	8:00 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 6:00 p.m.
Saturday	8:00 a.m. - 6:00 p.m.
Sundays	12:00 p.m. – 5:00 p.m.

::Contact

Student Technology Support Specialists, STSS (Lab Monitors)

Phone: (216) 523-7566

Email: [stss@urban.csuohio.edu](mailto:stss@urban.csuohio.edu)

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

**ASSIGNMENT #1**

**DUE: TUESDAY, JAN. 16**

1. Click on the Course Content Module on the WebCT Course Homepage.
2. Retrieve Assignment #1 from this week's information, and read it.
3. Complete the assignment, and save it to an appropriate place on your computer (H:/drive, C:/drive, desktop, CD, etc.) remember where you save it to!!!)
4. Go back to the WebCT Course Homepage.
5. Click on the Assignment Drop Box.
6. Click on the appropriate assignment (assignment 1 in this case).
7. Click on "upload file".
8. Click "browse," which will ask you to choose a file. Find your file on the drive that you saved it on, and double-click on the file. The file name will then show up in the file name box.
9. Click "upload". You should now see your file listed in the blue box. Above it you will see the status as "un-submitted." You now need to submit your file.
10. To receive email that your assignment was correctly submitted, enter your email address in the box above the "submit assignment button." This will allow WebCT to send you an automated email that your file was correctly and successfully submitted.

**NOTE: NAME THE FILE WITH YOUR NAME, COURSE NAME, AND ASSIGNMENT NAME IN ORDER TO RECEIVE FULL CREDIT. THIS INFORMATION MUST ALSO APPEAR AT THE TOP OF THE FIRST PAGE ON THE ACTUAL ASSIGNMENT ITSELF.**

**e.g. Smith\_UST302\_Assignment1**

11. Click on "submit assignment" at the bottom of the screen.
12. Check your email to see if the assignment was successfully submitted.