

**CLEVELAND STATE UNIVERSITY  
SPRING SEMESTER 2007**

**Contemporary Urban Issues UST/PSM 302 Section 2**

<b>Time:</b>	<b>MWF, 12:15 – 1:20 p.m.</b>
<b>Instructor:</b>	<b>Dr. Ronnie Dunn</b>
<b>Office:</b>	<b>Urban Affairs Building, Room 314</b>
<b>Classroom:</b>	<b>Urban Affairs Building, Room 107 (The Dively Room)</b>
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<b>Office hours:</b>	<b>MW, 10 a.m. – 12 p.m.</b>

**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, lectures, viewing audiovisual materials, written assignments, and (tentatively) guest lectures. Students are expected to complete the assigned readings and assignments, as well as participate in the class discussions. Exams will be based on material from each of these sources. Completion of assignments and participation in class 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** – The organization/structure of the paper. More specifically, 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 can be considered in terms of 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 turned in on Friday of each week for that week’s readings.

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:**

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:**

Students are expected to attend each class and attendance will be taken.

Two guest lecturers will tentatively be scheduled during the semester. The dates will be announced once the speakers are confirmed. Students are required to attend these sessions. Any changes to the schedule will be announced.

### **Required Text:**

Kellogg, Wendy A., 2006, **The 21<sup>st</sup> 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

### Week of January 22:

Introduction to Course

Course overview

View video: *40<sup>th</sup> Anniversary of March on Washington*

Article (ECR): *30 Years after Kerner Report, some say racial divide wider*; and *White Privilege Shapes the U.S.* (Jensen)

**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).

### Week of January 29

Historical View of Race Relations (provided by professor)

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 for discussion in class. (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.)

View video: *The N Word: Divided We Stand*

### Week of 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**

### Week of February 12

*Kellogg*, Chapter 2:

Disentangling Poverty and Race (Johnson);

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

Article (ECR): *Middle Class Blacks are their “Brother’s Keeper”-Literally* (Bullock)

### **Week of 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)

### **Week of February 26**

*Kellogg*, Chapter 3:

Racial Profiling: Driving While Black in Cleveland (Dunn)

[View online video: \*A Pattern of Suspicion\* 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](#)

### **Week of March 12**

*Kellogg*, Chapter 2:

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

Article (ECR) *Steinberg*, Chapter 6: The Future of the Ghetto (Massey & Denton)

### **Week of 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);

Article (ECR) *Steinberg*, Chapter 7: Turning Back to Desegregation (Orfield)

[Guest lecturer: \(tentatively\) \*Civil Rights Attorney, James Hardiman, lead counsel of Cleveland School Desegregation Case\*](#)

### **Week of 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)

**Week of April 2**

*Kellogg*, Chapter 5: Cities as Mosaics of Risk and Protection (Fitzpatrick and LaGory);

**Book review drafts due**

**Week of April 9**

*Kellogg*, Chapter 5:

“My Children Need Medicine” Health Care and Illnesses (Fixico)

**Week of 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**

**Week of 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.

**Week of April 30**

*Kellogg*, Chapter 6:

Telecommunications and the Future of Cities: Debunking the Myths (Graham)

**Book review due**

*Final exam Monday, May 7<sup>th</sup>, 1 - 3 p.m.*

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

## **GUIDELINES FOR 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. 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.
3. Use personal statements like "I" rather than "you..."
4. Clarify first what was said before you challenge someone, e.g., "If I understand you correctly, you believe..."
5. Don't avoid discussing difficult or sensitive issues. Deal with them courageously without lapsing into superficial politeness that avoids healthy debate.
6. Think through your comments before you state it.
7. Remember, once make a statement 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.