

Cleveland State University
Spring Semester, 2008
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies

Course Syllabus
UST 302, Section 504
Topic: Contemporary Urban Issues

Instructor: Dr. Wendy Slone
Meeting Time: Web-Based Course
E-mail Address: Utilize Blackboard e-mail function.
Office Hours: By Appointment Only.

Technical Support: Contact the University Help Desk (216) 687-5500.

Course Meeting: Students' are required to meet on Thursday, January 17, 2008 from 6:00 p.m. – 7:50 p.m. in room T-220 located in the T building at Lakeland Community College. will be available to students' participating in the course on Thursday's from January 17, 2008 through May 8, 2008 if students need to meet.

Note: If students' need to utilize classroom space at Lakeland Community College to meet during the course of the Spring semester, they need to verify the availability of the room with the instructor prior to their meeting.

Course Instruction: This class will be entirely taught on Blackboard. This course will not utilize lectures for instruction. Questions regarding the course should be submitted to the instructor via Blackboard e-mail only. Students' requiring additional assistance must make an appointment with the instructor.

Course Policies:

Attendance/Participation: This course is entirely web-based with the exception of the first class meeting. Therefore, students are encouraged to develop a work plan (i.e., calendar of course requirements) for the course to ensure they met the course requirements. Student's attendance and class participation will be monitored by their participation in the weekly group discussion responses they are required to submit.

Late Assignments: Late assignments will not be accepted unless students have extenuating circumstances, which have been discussed and previously approved by the instructor (i.e., personal hospitalization, personal injuries that preclude the student from being able to meet the course requirements, death of a family member). Excuses such as: "I forgot to do the assignment," or "I am still working on the assignment," " I did not have access to a computer," etc. will not be considered as valid excuses to request a late submission of any assignments required for the course.

Make-Up Assignments, Exams/Extra Credit: If a student fails to submit their weekly group discussion responses, the writing assignments, virtual in-class presentation, or mid-term/final exams by the appropriate due date they will not be allowed to submit the required

material at a later date. There are no extra credit points or assignments for this course. It is the student's responsibility to meet the requirements for the course.

Course Description: This is an upper-level undergraduate course designed to explore American urban life through the lens of race, class, and ethnicity. Through these lenses, we will consider political, societal, and economic issues as they related to urban life.

Many of the topics covered in this course may be controversial, and challenge peoples opinions relative to the material covered in the course. Therefore, do not take differences in opinion personally. Having respect for people having differences in opinion is fundamental to having open educational discourse.

General Education Requirement: This is an African-American Experience course that fulfills the General Education Breadth of Knowledge Skill Area requirements in Writing, Writing Across the Curriculum and Information Literacy. Students must earn a grade of "C" or better on the written assignments to apply UST 302 toward 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 written assignments.

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

- (1) Issues and challenges to urban America
- (2) Public policy and politics relevant to race and ethnicity
- (3) Appreciation of diversity
- (4) Enhanced writing, research, critical thinking, and analytical skills through writing assignments, group discussions, virtual in-class presentation, and exams

Because this course is entirely web-based, issues relative to course readings, group discussions, written assignments, and the mid-term and final will occur on-line via Blackboard. Therefore, it is imperative students' taking the course are familiar with computers and the Internet.

Information Literacy: Information literacy skills require students to address ethical and legal uses of information. *Plagiarism may result in the student receiving a failing grade for the piece of work involved.* The CSU Student Handbook defines plagiarism as follows:

Plagiarism – Stealing and or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgement. You can access the CSU Student Handbook at the following link: Academic Regulations <http://www.csuohio.edu/studentlife/conduct/acadregs.html>

Penalties for Plagiarism: The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: <http://www.csuohio.edu/studentlife/conduct/acadregs.html>

Writing Center Page on Plagiarism: If you require additional information regarding plagiarism you may also refer to the writing centers page on plagiarism, which can be accessed at the following link: <http://www.csuohio.edu/writingcenter/Plagiarism.html>

Helpful Tip on How to Avoid Plagiarism: At times you may want to quote, or state directly what an author has said. Therefore, to avoid plagiarism, remember to set off quotations in quotation marks and to document them according to the APA style. Conversely, if you paraphrase a statement from one author, use a single pair of parentheses (Smith, 2007) to indicate the authors' name. On the other hand, if you are paraphrasing several authors at one time list the references for the authors' separated by colons for example, (Johnson, 1999; Perry, 2004; Smith, 2006).

Paraphrasing: Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of the author's words or ideas. Paraphrasing adds weight to the argument you are presenting. Where possible maintain the intent of the original passage, or if synthesizing the work of several authors use the style indicated above. If you paraphrase an author(s) work make sure you properly cite the source(s) (i.e., authors' name in the text of your document and in the reference section of your paper).

Students with Special Needs: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in UC 304. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Course Requirements: Students' are required to meet the following criteria for this course:

- (1) **Prepare/submit all written assignments, mid-term, and final exam under the appropriate tab via Blackboard on time. Late assignments will not be accepted without two week prior approval from the instructor;**
- (2) **Read all readings assigned for the course;**
- (3) **Participate actively in the on-line group discussions;**
- (4) **Edit written assignments extensively before submission.**

Course Methodology: This course is entirely web based will consist of students' ability to utilize scholarly literature i.e., journals, Internet, etc. to research/collect relevant data/material to complete/submit the writing assignment developed for this course.

Written Assignments: Two written assignments. **Students are required to submit a minimum of 10 pages (3,000 word) or a maximum of 15 pages (3,500 word) research paper for both assignments.** Papers for the written assignments must follow the following guidelines established for a traditional research paper. The written assignments must:

- (1) **Use a minimum of five (5) legitimate reference resources, four (4) of which cannot be from material assigned in this course.** Legitimate reference resources include the use of: scholarly journals/articles, books, data cited from databases (i.e., U.S. Census, etc.), and reports (i.e., United States General Accountability Office, etc.). Citations from Internet sources that are merely web pages constructed by individuals airing their personal views are unacceptable sources. However, legitimate websites accessing refereed academic journals/reports (i.e., articles published in The

Urban Institute, Journal of Urban Affairs, etc.) are legitimate resources. Utilization of articles found on www.lydiaspeakeshermind.com is not acceptable for this assignment. One way to determine if a website is acceptable or not is to ask yourself, "If the Internet did not exist, would I be able to find this article in the university library?" Newspaper or magazine articles may be used for this assignment provided they are in-depth articles on the issue, and not just commentaries or editorials. A maximum of two (2) newspaper or magazine articles are acceptable.

- (2) Students **must use American Psychological Association (APA) style** guidelines to cite sources in body of your text, and to reference your sources in the bibliography. If you need additional guidance regarding how to construct a research paper, please refer to the tips provided at the end of this syllabus and/or contact the CSU Writing Center.
- (3) **All written assignments must be double-spaced using 12-point font size, with 1" margin.**

Detailed information regarding the two written assignments required for this course are listed below.

Assignment #1: Students' are to submit a **minimum of 10 pages (3,000 word) or a maximum of 15 pages (3,500 word)** research paper discussing the history of an issue affecting life in urban American cities, from its inception to the present, keeping in mind if the original goals and/or objectives were reached. **You may choose from the following ten (10) topics for this assignment.**

- (1) **No child left behind and its effects on city school districts;**
- (2) **Welfare-to-Work efforts;**
- (3) **Government health care programs for the poor;**
- (4) **Trace U.S. Supreme Court decisions regarding affirmative action;**
- (5) **Brown vs. Board of Education decision and its effects on city school districts;**
- (6) **The Great Migration of African Americans from the rural South to Northern urban areas;**
- (7) **The debate surrounding teaching English only in public schools;**
- (8) **The 1968 Federal Fair Housing Act (and as Amended in 1988);**
- (9) **Issues surrounding diversity efforts in college recruitment and on college campuses;**
- (10) **Environmental justice arguments and efforts to change public policy.**

Note: Assignment #1 is due on Thursday, February 21, 2008. Late assignments will not be accepted unless previously approved by the instructor at least two weeks before the due date. Assignment #1 must be submitted as an attachment and not text under the assignment tab under the course menu via Blackboard. Late assignments will not be accepted.

Assignment #2: Students are to submit a minimum 10 pages or a maximum of 15 pages research paper utilizing the issue you selected from the first assignment as it relates to Cleveland, Ohio. This assignment is less of a research paper and more of a field study, which ties the information presented in Assignment #1 relative to the topic selected, with its direct impact/effect on the Greater Cleveland area. This assignment requires students to conduct field interviews with members of the Cleveland community who are viewed as

experts on the subject, and interviews with people directly affected by the issue, policy, or phenomenon you selected. Additional resources for this paper may include local newspaper articles, etc. that support the views presented in your paper.

Although this assignment may seem easy, it involves gathering primary and secondary data, which involves an investment of your time. You will need to skillfully weave the primary and secondary data you collect into a thoughtful, coherent paper. **To successfully complete this assignment, I would suggest you begin contacting community members and researching local media sources throughout the duration of the course. It would not be in your best interest to wait until the weekend before the paper is due to contact a government official or the director of a nonprofit organization to schedule an interview.** Students' are to continue to use the reference publication and publication guidelines of the American Psychological Association (APA).

Note: Assignment #2 is due on Thursday, April 3, 2008. Late assignments will not be accepted unless previously approved by the instructor at least two weeks before the due date. Assignment #2 must be submitted as an attachment and not text under the assignment tab under the course menu via Blackboard. Late assignments will not be accepted.

Text Book(s):

Primary Textbook: *The Twenty-First Century American City: Race, Ethnicity, and Municipal Urban Life*, by Wendy Kellogg. The textbook utilized for this course can be purchased at the Cleveland State University bookstore.

Supplemental Textbook: *Race and Ethnicity in the United States: Issues and Debates*, Stephen Steinberg, editor, published by Blackwell Publishers in 2000. The first five chapters of the supplemental textbook are available via the Electronic Course Reserve (ERC) on the library web page of Cleveland State University. Students can access the ERC link from the Blackboard homepage for this course or at:

http://www.scholar.csuohio.edu/screen/m_course.html.

Reading Assignments: Students are responsible for reading all the chapters assigned from the book for the course. Below is a listing of the reading assignments for the course. **Late responses to the weekly group discussions will not be accepted.**

*Additional supplemental readings may be added for weeks 11 – 15 if needed. Refer to the announcement tab under Blackboard for listing of any additional supplemental readings for weeks 11 – 15.

Refer to the weekly reading schedule listed below.

Reading Assignments Continued:

Weekly Reading Schedule

Week	Chapter
1	Introduction & Chapter 1 (Steinberg)
2	Chapter 2 (Steinberg)
3	Chapter 3 (Steinberg & Kellogg)
4	Chapter 4 (Steinberg)
5	Chapter 5 & 7 (Steinberg)
6	Introduction & Chapter 1 (Kellogg)
7	Chapter 2 (Kellogg)
8	Chapter 4(Kellogg)
9	Chapter 5 (Kellogg)
10	Chapter 6 (Kellogg)
11	TBD
12	TBD
13	TBD
14	TBD
15	TBD

Group Discussions: Students' are required to participate in the weekly on-line discussions to promote *Writing-to-Learn* exercises, which are intended to explore fundamental aspects of the African-American experience utilizing group discussions to promote learning at a deeper level than memorization or recitation. Utilizing Blackboard, **students should login every Thursday between 8:00 a.m. and 11:50 p.m., and submit comments or thoughts relative to the reading assignments to promote an active learning environment between students. Students may submit their group discussion responses early if they are reading ahead or anytime prior to the due date/time. Late group discussion responses will not be accepted.** Students' should remember to be respectful of each various opinions relative to the issues raised in the group discussions. Keep in mind the objective of the group exercises is to promote educational learning. **Students' first group discussion response will be due Thursday, January 24, 2008 and the last group discussion response will be due on April 3, 2008.** *All group discussions must be submitted as text under the discussion tab located under the main course menu found under my Blackboard home page. Students' that fail to submit their group discussion entries under the discussion tab will not receive credit. Late group discussion responses will not be accepted.*

Virtual In-Class Presentation: Students are required to submit a formal Power Point presentation on **Thursday, April 17, 2008.** **The presentation should be NO MORE THAN ten (10) slides in length.** Student presentations should summarize the information presented in assignments one and provide relative information they will present in assignment number two to illustrate their knowledge and understanding of the topic they selected. **Students' virtual in-class presentation must be submitted as an attachment under the assignment tab in Blackboard. Presentations not submitted, as an attachment under the assignment tab will not be accepted. Late virtual in-class presentations will not be accepted.**

Mid-Term: The date for the mid-term is Thursday, March 3, 2008. The mid-term for this course will be posted on Blackboard under the assessment tab located under the course menu. Students' will receive a reminder under the announcement tab via Blackboard on Thursday, February 28, 2008 that mid-term will be available to take on Thursday, March 1, 2008. Students' should complete the mid-term on-line under the assessment tab. Grades for the mid-term will be posted on Blackboard. The mid-term will only be available for students' to take from 8:00 a.m. to 8:00 p.m. on Thursday, March 1, 2008 only. If a student fails to take the mid-term on the scheduled date they will not be allowed to make up the mid-term exam at a later date.

Final: The date for the final is Thursday, May 1, 2008. The final for the course will be posted on Blackboard under the assessment tab located under the course menu. Students' will receive a reminder under the announcement tab via Blackboard on Thursday, April 24, 2008 that the final exam will be available to take on Thursday, May 1, 2008. Students' should complete the final on-line under the assessment tab. Grades for the final will be posted on Blackboard. The final will only be available for students' to take from 8:00 a.m. to 8:00 p.m. on Thursday, May 1, 2008 only. If a student fails to take the final exam on the scheduled date they will not be allowed to make up the final exam on a later date.

NOTE: The mid-term and final exam will not be given in class and will be available on Blackboard on the dates listed. Students' are permitted to use reference materials (i.e., the Internet, encyclopedia, etc.) to complete the mid-term and final exams.

Course Calendar: Written assignments, group discussion responses, mid-term/final exams, and virtual in-class presentation for UST 302 are due on the following dates. Refer to the calendar posted in Blackboard for this course for an overview of the due dates set for this class. **Reminder: Late assignments will not be accepted.**

Written Assignments Due Dates

Due Date	Written Assignments
February 21, 2008	Assignment #1
April 3, 2008	Assignment #2

Group Discussion Responses Due Dates

Due Date	Discussion Response
*Every Wednesday: Beginning January 24, 2008 and ending April 3, 2008	

**Spring Break: March 9th – 16th No group discussions due over spring break*

Reading Schedule

Reading Schedule	Chapters
Weekly	

Mid-Term/Final Test Dates

Date Available On-Line	Test
March 7, 2008	Mid-Term
May 1, 2008	Final

Course Calendar Continued:

Virtual In-Class Presentation

Presentation Times	Presentation
April 17, 2008	

Course Grading and Grade Scale:

The following is a breakdown of the letter grades that will be distributed in this course. Grades for the course will be posted in Blackboard. No grade of “incomplete” will be given under any circumstance.

94 – 100	A
90 – 93	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
70 – 76	C
60 – 69	D
59 – Below	F

FYI: Assignments one and two, the mid-term and final exams, virtual in-class presentation, and group discussion responses add up to a total of 600 possible points for the semester. The grade breakdown listed above is based on the accumulation of the total number of points students’ actually receive divided by 600, which is the total number of points possible (100 points for each of the six required assignments). Students’ must keep in mind the final breakdown of grades is based on the overall spread of scores achieved by the class for the semester. **Below is a summary of the grade weight for the six course assignments.**

Grade Weight for the Six Course Assignments:

- (1) Assignment #1 – 100 points
- (2) Assignment #2 – 100 points
- (3) Weekly Group Discussions – 100 points (10 points for each group discussion submitted for the 10 reading assignments)
- (4) Virtual In-Class Presentation – 100 points
- (5) Mid-Term Exam – 100 points
- (6) Final Exam – 100 points

Note: There are 25 questions on the mid-term and final exams, but the exams are based on a total of 100 possible points. Each exam question is worth only one point; however, the total score, (i.e., 25 out of 25 equals 100 points, etc.) will be possible for each exam.

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

Higher Order Concerns

- (1) **Focus** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.
- (2) **Development** – The research i.e., literature, data, etc. utilized to support your hypothesis. More specifically, students’ incorporation of quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts relative to supporting their 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?

Written Assignment Evaluation Continued:

Lower Order Concerns

- (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? Is the diction appropriate for the discipline?
- (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.**

APA Style: Student papers must include documentation of at least five (5) scholarly (i.e., periodicals, government documents, books, Internet sources, etc.). However, the bases of your paper needs to come from scholarly literature and not solely from the Internet. All of your research statements must be documented in the reference section of your paper.

The APA style utilizes in-text citations that refer to a list of sources. The following are a few examples of the APA style:

In Text Citations:

(1) **Direct Quotations**

- (A) As Davis (1982) noted,
- (B) As Berry and Smith (1980) indicated,
- (C) In the book, *The Case for the Use of Discretion* (2003).

(2) **Internet Citations within the Text of your Paper:**

- (A) In the article “Child Care Implementation,” Dr. Smith indicate... (State of Ohio, 2006).
- (B) According to a report by the United States Census... (U.S. Census, 2004).

(2) **Summary or Paraphrase:** Include the author(s) last name and the date either in a single phrase or in parenthesis at the end of the sentence. For example:

- (A) Baumgartner and Kelly (2002) agree that.... (Baumgartner and Kelly, 2002).

Referencing Citations from the Internet in your Reference Section

- (1) **How to Cite Internet Citations in your Reference Section. (Not to be used in the body of your text. ONLY use in REFERENCE SECTION):** Cite material from a web site by giving the web address in parenthesis (<http://historyofcleveland.org>). If you are referring to the entire site, you do not need a bibliography entry. If you are referring to a specific document from the web site, provide a bibliography entry in the list of references. For example:

(A) "Child Care Implementation." Retrieved January 15, 2006 from Electronic Library Database on the World Wide Web: <http://www.stateofohio.gov>.

Citation Help: For additional help in utilizing APA citations refer to <http://www.apa.org/journals/webref.html> or go to the CUS library home page virtual reference site and click on the drop down list to citation guides (<http://ulib.csuohio.edu/vrd/citations.shtml>).

Where to do Research: Two excellent ways to access scholarly periodic literature is on the CSU library home page. From the CSU home page, refer to:

- (1) Find articles,
- (2) Journals and Subject Portals.

Submission of Assignments: This class is being taught entirely on-line, therefore it is imperative students manage their time and develop a work plan for the course to ensure you meet deadlines established for the submission of assignments, and exams. Students' should:

- (1) Prepare and submit all assignments, discussion responses on time utilizing the appropriate tabs located under the course menu found on Blackboard (i.e., assignment, group discussion, etc);
- (2) Send all correspondence/questions to the instructor that are not course assignments via Blackboard e-mail;
- (3) Submit written assignments, group discussions, and exams utilizing the appropriate tabs under the course menu via Blackboard.
- (4) Log on to Blackboard at least once a week to check for changes, updates and/or additional information relative to the class. **Students' should pay special attention to the announcements posted for the class.**
- (5) **Assignments must be submitted as an attachment to the appropriate assignment tab located on the course menu in Blackboard. Assignments not submitted as an attachment to the appropriate assignment tab will not be accepted.**

Late Papers: No late papers will be accepted without at least two-week prior permission of the instructor. The instructor will only grant permission for the submission of late papers based on extreme circumstances. **(Last minute requests for the submission of papers will only be accepted in cases of extreme emergencies).** Excuses such as, "I got behind in my other classes, etc.) will not warrant an extension for the submission of late assignments, group discussion responses, or the submission of the mid-term and final exams. Students are expected to complete all assignments on time.

Blackboard Policies: Please see the course on Blackboard for changes and/or additional information.

Use of Blackboard Technology in your Workplace: For those of you that have permission to do your class work at your place of employment, keep in mind that many employers have safeguards in place that may prevent you from being able to optimize your use of Blackboard.

A Word of Warning: Successful completion of an Internet based class requires students to:

- (1) Develop a work plan (schedule) for the semester to meet the demands of the course. Once a work plan is developed, students should adhere to the plan.
- (2) Stay focused.
- (3) Keep in mind the instructor will not give incompletes for the course, so you should submit papers, etc. on time to avoid penalties.
- (4) If there is an issue, notify the instructor immediately.

How to Access Blackboard:

Students are automatically enrolled in Blackboard when they register for the class.

Submitting Group Discussion Responses on Blackboard:

From the course menu in Blackboard, select the discussion tab and type in your group discussion response. Do not submit an attachment (i.e., word document) for your group discussion response. Group discussion responses need to be typed directly in the appropriate weekly group discussion tab. If students have problems entering their group discussion response, contact the University Help Desk. If students are still having a problem, they should notify the instructor before the due date so an alternative submission format can be discussed.

Submitting Written Assignments on Blackboard:

From the course menu in Blackboard, select the assignment tab and follow the directions to attach your assignments under the appropriate tab (i.e., under the assignment tab located on the course menu select appropriate assignment tab i.e., assignment #1, assignment #2, virtual in-class presentation and attach your paper or presentation). Attaching your papers or virtual presentation under the assignment tab is just like sending an e-mail attachment. **Submission of all assignments must be in Word 2000. If you have a higher version of Word you must select the option to save your document as Word 2000 or submit the document in a rich text format. If you fail to properly submit your papers you will not receive credit for the assignment.** If students have problems attaching their assignment, contact the University Help Desk. If students are still having a problem, they should notify the instructor before the due date so an alternative submission format can be discussed.

YOU MUST NAME THE FILE WITH YOUR NAME. YOU MUST INCLUDE A TITLE PAGE, AND PUT YOUR LAST NAME, PAGE NUMBER, AND COURSE NUMBER AND COURSE SECTION ON THE PAGES OF YOUR ASSIGNMENTS IN THE FOOTER OR HEADER ALONGSIDE THE PAGE NUMBER.

For example: (page) #, Last name, UST 302, Section 503. Points will be deducted if you do not include a title page, number on your pages, include your last name, and course number in the footer of every page.

Cleveland State University Important Dates to Remember:

Spring Semester Holiday/Drop Dates	
First Saturday Class begins	Jan 12
Martin Luther King Day (University Holiday)	Jan 21
First Weekday Class	Jan 14
Last Day to Add (at 8:00 pm)	Jan 18
*Last Day to Drop (at 8:00 pm)	Jan 25
President's Day (University Holiday)	Feb 18
Midterm Grades	Mar 3-9
Spring Recess	Mar 9-16
Classes Resume	Mar 17
*Last Day to Withdraw (at 8:00 pm)	Mar 28
Last Day of Classes	May 2
Final Exams	May 3-9
Commencement	May 10
Spring Incomplete Deadline	Sept 19

***The final exam is on May 1, 2008 to allow students time to prepare for their other course exams.**