

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

Course Syllabus
UST 302 Section 503
Topic: Contemporary Urban Issues

Instructor: Gina Weisblat
Meeting Time: Web-Based Course
E-mail Address: Utilize WebCT e-mail function.
Office Hours: By Appointment Only.

Technical Support: Caryn Eucker (216) 687-6898, or contact the College of Urban Affairs Help Desk/Labs, UR 39 & 40 (216) 687-2200 or e-mail: help@urban.csuohio.edu. **Help Desk** Hours Monday – Thursday 8:00 a.m. to 10:00 p.m., Friday and Saturday 8:00 a.m. to 6:00 p.m.

Course Meeting: Students' are required to meet on Monday, January 14 at 6-7:30 in UR 112 in the Urban Affairs building. The first class session is optional. If you understand the syllabus and have no questions, you can choose not to attend.

Course Instruction: This class will be entirely taught on Blackboard CE/6 (BB/CE6). This course will not utilize lectures for instruction. Questions regarding the course should be submitted to the instructor via BB/CE6 e-mail only. Students requiring additional assistance must make an appointment with the instructor.

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.

This course fulfills a Writing Across the Curriculum (WAC) requirement.

Course Objective: The course consists of readings, group discussions, written assignments, and a mid-term. 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 WebCT. Therefore, it is imperative students taking the course are familiar with computers and the Internet.

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

- (1) **Prepare/submit all written assignments and mid-term via WebCT on time. Late assignments will not be accepted without prior approval from the instructor;**
- (2) **Read all readings assigned for the course;**
- (3) **Participate actively in group discussions.**

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.

GENERAL EDUCATION REQUIREMENT: This is an *African-American Experience* course that fulfills the *General Education Breadth of Knowledge Skill Area* requirements in **WRITING, INFORMATION LITERACY and CRITICAL THINKING.**

In addition, the course fulfills the **WRITING ACROSS THE CURRICULUM** General Education requirement.

Students must earn a grade of C or better in their concept paper assignment to apply UST 302 toward this 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 concept paper.

CRITICAL THINKING: Critical thinking is a conscious and purposeful process of self-reflection requiring the construction and evaluation of meanings. It involves examination of actions, their consequences and determining what to do next. In this course you are expected to attain higher-order thinking skills -analysis, synthesis, and evaluation abilities. Through reading assignments, individual and group research projects, you are expected to find information, make assumptions, explore possibilities and solve problems. Relating, organizing and synthesizing information are critical thinking strategies. These higher-order thinking strategies should be demonstrated in your individual writing assignments and group projects. **Written Assignments:** Three written assignments are required for this course. 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.

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

Assignment #1: Students are to submit a minimum of 10 or a maximum of 15 page 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 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 the development of ethno-racial Muslim communities in the United States;**
- (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 vs. Civil Rights reform;**
- (10) **Environmental justice arguments and efforts to change public policy.**

Assignment #2: Write a 10 page paper discussing one of the central themes of Nickel and Dimed. Please include the following information in this paper:

1. Summarize the book;
2. Explain why you chose the theme you are discussing;
3. Link the theme to the issues in Cleveland;
4. Use real data and sources to support your discussion;
5. Provide your solution or thoughts on the theme you chose.

Assignment #3: Write a 10 page paper discussing one of the central themes of The World is Flat. Please include the following information in this paper:

1. Summarize the book;
2. Explain why you chose the theme you are discussing;
3. Link the theme to the issues in Cleveland;
4. Use real data and sources to support your discussion;
5. Provide your solution or thoughts on the theme you chose.

Text Book(s):

Primary Text Book:

- *The Twenty-First Century American City: Race, Ethnicity, and Multicultural Urban Life*, by Wendy Kellogg.
 - Nickel and Dimed by Barbara Ehrenreich.
 - *The World Is Flat: A Brief History of the Twenty-first Century* by Thomas L. Friedman.
- The textbooks 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 five chapters from the supplemental textbook used for this course is available via the Electronic Course Reserves (ERC) on the library page of Cleveland State University. Students can access ERC at: http://www.scholar.csuohio.edu/screens/m_course.html. Students can search for the supplemental book by the instructors name (Weisblat) or by the course (UST 302, Section 501).

Reading and Weekly discussion Assignments: Students are responsible for reading all the chapters assigned for the course. Below is a listing of the reading assignments and writing responses required for the course.

Week	Chapter	Written Response
1/22	Chapter 1	Response Required
1/29	Chapter 2	Response Required
2/5	Chapter 3	Response Required
2/12	Paper One Due	No Response Required
2/19	Chapter 4	Response Required
2/26-2/27	Mid-Term	No Response Required
3/4	Nickel and Dimed	Response Required
3/18	Nickel and Dimed	Response Required
3/25	Chapter 5	Response Required
4/1	Paper 2 Due	No Response Required
4/8	Chapter 6	Response Required
4/15	The World is Flat	No Response Required
4/22	The World is Flat	Response Required
4/29	Final Paper Due	No Response Required

Group Discussions: Students are required to participate in on-line discussions. Utilizing BB/CE 6, students should login every Tuesday, and submit questions/comments or thoughts relative to the reading assignments. Students need to address content from each chapter assigned in their comments. This may require several comments the same week or interactions. 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.

Mid-Term: The date for the mid-term is Monday and Tuesday, October 1 and 2, 2007 (You can log on and take the test either day, you have 48 hours). The mid-term for this course will be posted on BB/CE6 under the quiz option.

Course Calendar: Assignment, group discussion responses, and mid-term for UST 302 are due on the following dates. Refer to the calendar posted in BB/CE6 for this course for an overview of the due dates set for this class.

Written Assignments Due Dates

Due Date	Written Assignments
2/12	Assignment #1
4/1	Assignment #2
4/29	Assignment #3

Group Discussion Responses Due Dates

Due Date	Discussion Response
Every Tuesday as noted in reading chart above	

Reading Schedule

Reading Schedule	Chapters
Weekly	

Mid-Term/Final Test Dates

Date Available On-Line	Test
<u>2/26 and 2/27</u>	Mid-Term

Course Grading and Grade Scale: A letter grade will be assigned for the written assignments, group discussions, mid-term, and in-class presentation. The following is a breakdown of percentages allocated for grading components associated with this course.

Written Assignments	20% (each)
Group Discussion Participation	20%
Mid-Term Exam	20%

The following is a breakdown of the letter grades that will be distributed in this course. Grades for the course will be posted in BB/CE6.

90 – 100	A
80 – 90	B
70 – 80	C
60 – 70	D
60 – Below	F

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, date, 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?

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 basis 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:

(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) **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).

(3) **Website Citations:** 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;
- (2) Send all correspondence/questions through BB/CE6 e-mail;
- (3) Submit written assignments through BB/CE6 as an e-mail attachment.
- (4) Log on to BB/CE6 at least once a week to check for changes, updates and/or additional information relative to the class.

Late Papers: No late papers will be accepted without 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. Students are expected to:

Policies: Academic misconduct such as plagiarism will result in an “F” grade for the course. Please see the course on BB/CE6 for changes and/or additional information.

Use of BB/CE6 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 BB/CE6.

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) Submit papers, etc. on time to avoid penalties.
- (4) If there is an issue, notify the instructor immediately.

Blackboard/CE 6 Information

How does a student enroll in a Blackboard/CE 6 class?

Once a student registers for the course in CampusNet, they are automatically included in the Blackboard/CE 6 roster. The course will be available to students beginning one week prior to the beginning of the semester.

How to access Blackboard/CE 6?

URL for Blackboard/CE 6:

<http://www.csuohio.edu/elearning/blackboard/index.htm>

Prepare your Browser for Blackboard/CE 6 Using the Check Browser Function

If you are having problems with your browser even after you run the check browser function, go to the Browser Tune-Up page from the check browser window.

Student FAQs

- <http://csuelearning.wikispaces.com/BlackboardCE6-StudentFAQ>
- Blackboard/CE 6 Learning Modules for Students
http://academic.csuohio.edu:8080/rottier_p/CE6/
- Help Feature in Blackboard/CE 6
Login to Blackboard/CE 6. The help link is located in the upper right corner. Search for the feature you wish to learn more about.

- Help for Urban Students
Caryn Eucker, Coordinator, Technology Services
216.687.6898
caryn@urban.csuohio.edu

- Urban Affairs Technology Help Desk
216.687.2200
help@urban.csuohio.edu

Submitting Written Assignments on BB/CE6:

Enter the assignment section and click on the appropriate assignment. On the top you will see the paper topic written out and the date. On the bottom half of the page you will see the section for submitting your paper. Students should utilize the following steps to submit their research papers on BB/CE6:

- (1) Hit the button called “upload file”. It will take you to another screen.
- (2) Hit “browse”, which will ask you to choose a file. Find your file on which ever drive (i.e., “C” drive, floppy, jump drive, CD, etc.) it is located on and open the file. The file name will then show up in the file name box.
- (3) Hit “upload”. You will return to the assignment screen. You should see your file listed in the blue box. Above it you will see the status as un-submitted. You now need to submit the file.
- (4) Hit the button “submit assignment” on the bottom of the screen. To receive notification that your document has been successfully submitted, enter your e-mail address in the box directly above the submit assignment button. This will allow BB/CE6 to e-mail you a notification indication your paper was successfully submitted.

YOU MUST NAME THE FILE WITH YOUR NAME AND PUT YOUR LAST NAME AND COURSE NUMBER ON THE PAGES OF YOUR ASSIGNMENT IN THE FOOTER ALONGSIDE THE PAGE NUMBER.

For example: (page) # Last name, UST 302

NOTE: If you are unable to successfully upload your research paper utilizing the aforementioned steps, students may also e-mail their papers as an attachment to the instructor via BB/CE6.

Additional Readings (Optional)

- Burman, S. 1995. Introduction: The inevitability of antinomy. In The black progress question – Explaining the African American predicament, 1-22. Thousand Oaks, CA: Sage Publications.
- Cose, E. 1993. A dozen demons. In The rage of a privileged class - Why are middle-class blacks angry? Why should America care?, 53-72. New York: Harper-Collins Publishers.
- 1993. .A hostile and welcoming workplace. In The rage of a privileged class - Why are middle- class blacks angry? Why should America care?, 73-92. New York: Harper-Collins Publishers.
- 1993. Crime, class, and cliches. In The rage of a privileged class - Why are middle-class blacks angry? Why should America care?, 93-110. New York: Harper-Collins Publishers.
- LeEspiritu, Y. 1997. Ideological racism and cultural resistance. In Asian American women and men, Thousand Oaks, CA: Sage Publications.
- Pattillo-McCoy, M. 1999. Neighborhood networks and crime. In Black picket fences - Privilege and peril among the black middle class, 68-90. Chicago: The University of Chicago Press.
- 1999. Growing up in Groveland. In Black picket fences - Privilege and peril among the black middle class, 91-116. Chicago: The University of Chicago Press.
- 1999. In a ghetto trance. In Black picket fences - Privilege and peril among the black middle class, 117-145. Chicago: The University of Chicago Press.
- 1999. Nike’s reign. In Black picket fences - Privilege and peril among the black middle class, 146-166. Chicago: The University of Chicago Press.

- Portales, M. 2000. Hispanics and the American media. In Crowding out Latinos – Mexican Americans in the public consciousness, 52-65 Philadelphia, PA: Temple University Press.
- 2000. Love and the Mexican American school experience. In Crowding out Latinos – Mexican Americans in the public consciousness, 66-76. Philadelphia, PA: Temple University Press.
- 2000. Americo Paredes’s George Washington Gomez: Educating Mexican American students. In Crowding out Latinos – Mexican Americans in the public consciousness, 82-99. Philadelphia, PA: Temple University Press.
- West, C. 1993. Nihilism in black America. In Race matters, by C. West, 15-31. New York: Vintage Books.
- 1993. Black sexuality: The taboo subject. In Race matters, by C. West, 117-132. New York: Vintage Books.
- Woo, D. 2000. The educational pipeline. In Glass ceilings and Asian Americans – The new face of workplace barriers, 103-144. New York: AltaMira Press.
- 2000. The glass ceiling at “XYZ Aerospace. In Glass ceilings and Asian Americans – The new face of workplace barriers, 145-192. New York: AltaMira Press.

Good Luck!