Course Description

This course is designed to introduce the student to the field of Urban Studies. Urban Studies is an interdisciplinary field that draws from many disciplines including psychology, political science, sociology, economics, anthropology, communications, and geography. This approach is used to improve students’ understanding of the problems facing cities today and the opportunities that exist within them.

Course Objectives

This course is an introduction to the study of cities using an interdisciplinary approach that includes economic development, environmental studies, anthropology, psychology, sociology and public administration. The course emphasizes the roots of the contemporary urban experience and integrates the field of urban studies with students’ everyday experiences.

Required Textbook

The *required text* can be purchased at the CSU bookstore or online booksellers. It may also be available at the University library or through the OhioLink library system in very limited quantities. There is also 1 copy available for closed reserve (in-library only) use at the CSU library at the main desk.

**General Education Statement**

UST 200 meets the following criteria for the Social Science Breadth of Knowledge General Education requirement and promotes the Skill Areas of critical thinking and writing.

**Breadth of Knowledge: Social Science**
- Understand the complex issues and challenges facing urban areas.
- Recognize the importance and usefulness of multi-disciplinary approaches to resolving these challenges.
- Introduce basic theoretical and empirical concepts used in the respective social scientific disciplines to explain the behavior of individuals and groups in societies, economies, governments, and subcultures.
- Present how data are collected and analyzed in social scientific disciplines.

**Skill Area: Critical Thinking**
- Inspire critical thinking using multi-disciplinary approaches and exercises.
- Develop higher-order thinking (analysis, synthesis, evaluation) to address complex urban problems.

**Skill Area: Writing**
“Writing-to-learn” exercises are designed to incorporate concepts learned in the text chapters into daily life experiences.
- “Writing-to-communicate” exercises are designed to test understanding of academic journal articles and ability to convey responses in a logical manner.

**Optional readings** that may help you polish your writing skills are available at CSU’s University library Virtual Reference desk. There you will find style guides, writing guides, dictionaries, and thesauri at your fingertips, including several guides on APA formatting style.

**Course Format, Assignments, and Grading**

**ATTENDANCE**

- All “attendance” is through online participation.
- High-level of personal responsibility towards completion of readings and assignments in a timely manner.
- You are ultimately responsible, as the student, to stay up to date with course requirements and updates via the course website.
ASSIGNMENTS

- 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 double-spaced, using 12 point Times New Roman font and standard 1” margins.
- Students are expected to complete all assignments on the assigned dates.
- Assignments are available in the Assignments section on “Blackboard”.
- Grades will also be posted on “Blackboard” for all completed assignments.

Late assignments will be penalized 5% per day late. Acceptance of late assignments is at the discretion of the instructor.

Change in schedule: This syllabus is a guide to the semester schedule. The instructor reserves the right to change this syllabus and any of its contents at any time during the course by notifying students in writing on Blackboard. Regular monitoring (daily or every other day) of Blackboard will ensure students stay on top of any changes.

ONLINE DISCUSSION BOARD

The online discussion board is an exercise in “writing-to-learn.” It is intended to foster a deeper understanding of the course materials than mere rote memorization or recitation.

- All discussion board topics will be posted no later than Saturday evening of each week.
- You have the duration of the week (from Saturday to the following Saturday) to respond to the discussion questions.
- Participation in online discussions is dependent upon completion of the reading assignments.
- The minimum standard for participation in online discussions is to:
  ✓ Read each posting by the instructor as well as fellow students
  ✓ Post a minimum five-sentence 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.
  ✓ Post a unique response; repeating what students wrote previously will not be given full points.
  ✓ 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).
WRITTEN ASSIGNMENTS

NOTE: When using quotations in your writing, always set them off with quotation marks and appropriately cite the author. Also be sure to attribute credit to an author when paraphrasing information from a source. Paraphrasing is the act of restating the author’s words or ideas in your own words.

- When using Internet sources during any research, only choose those that are reputable and scholarly.
- If it can’t 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 is probably a terrible source for research information!
- All submitted work is to be to academic standards with appropriate citations. Material that is copied word for word and submitted without appropriate citations will be graded as an F for any assignment. If you are unsure about how to paraphrase material or how to cite correctly, please contact the instructor before you submit your work. Copy and paste answers, while easy, are not a good way to learn to write. If you do use copy and paste or copy directly from a source, you must enclose the material in quotes and cite your source appropriately.
- WIKIPEDIA is also NOT an academic source for citations, so please don’t use it for your written assignments! Students using Wikipedia will be penalized 10 points.
- Writing Assistance: The Writing Center at Cleveland State is available to assist the student with writing issues. Information on the writing center is found at http://www.csuohio.edu/writingcenter/index.html or in Rhodes Tower Rm. 105.

If you need more information on how to cite sources, see: http://library.csuohio.edu/research/vrd/citations.html. Grammar, spelling, and language use will be graded along with content, so be sure to use spell check!

Evaluation/Grading Policies

Grade for this class will be based on the following work:

- Class participation/weekly discussion postings (30%)
- Written “Homework” assignment (20%)
- Bi-weekly Quizzes (20%)
- Final Exam (30%)
Final grades will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100%</td>
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<tr>
<td>A-</td>
<td>90 - 93</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
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<td>D</td>
<td>60 - 69</td>
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<td>F</td>
<td>59 and below</td>
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*NOTE*: This syllabus, and the course assignment due dates are subject to change at the Instructor’s discretion. You will be notified by a Blackboard Announcement of any changes.

**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.

The CSU Student Handbook defines plagiarism as “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.”

Please refer to the university student handbook for further information, including penalties for plagiarism at http://www.csuohio.edu/studentlife/conduct/acadregs.html.

**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 UC304. 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.

If required, other course readings may be found on CSU’s Electronic Course Reserve (ECR), or on the Internet, as directed by the course schedule or the Instructor. CSU’s Electronic Course Reserve (ECR) is available at the following website: http://scholar.csuohio.edu/screens/m_course.html
<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Readings</th>
<th>Assigned Assignments</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1: Aug 24 - 29</td>
<td>pp. 1-18 City history (1) pp. 71-82 City architecture (4)</td>
<td>Discussion 1</td>
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<td>2: Aug 30 - Sep 5</td>
<td>pp. 19-44 City geology (2)</td>
<td>Discussion 2 Quiz #1</td>
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<tr>
<td>3: Sep 6 - 12</td>
<td>pp. 47 - 67 City geography (3)</td>
<td>Discussion 3 Quiz #2</td>
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<tr>
<td>4: Sep 13 - 19</td>
<td>pp. 85-96 City planning (5)</td>
<td>Discussion 4 Assignment #1 Due</td>
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<tr>
<td>5: Sep 20 - 26</td>
<td>pp. 99-110 Urban Design</td>
<td>Discussion 5 Quiz #3</td>
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<tr>
<td>6: Sep 27 – Oct 3</td>
<td>pp. 115-127 City governs (7)</td>
<td>Discussion 6</td>
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<td>7: Oct 4 - 10</td>
<td>pp. 145 - 158 Public works (9) pp. 161-176 Economic development (10)</td>
<td>Discussion 7</td>
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<tr>
<td>8: Oct 11 - 17</td>
<td>pp. 179-206 Environmental studies (11)</td>
<td>Discussion 8 Assignment #2 DUE</td>
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<td>9: Oct 18 – 24</td>
<td>pp. 209-221 City law (12)</td>
<td>Discussion 9 Quiz #4</td>
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<tr>
<td>10: Oct 25 – 31</td>
<td>pp. 227-242 City religion (13) pp. 245-259 City psychology (14)</td>
<td>Discussion 10 Quiz #5</td>
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<tr>
<td>11: Nov 1 - 7</td>
<td>pp. 265-274 Sociology in the city (15)</td>
<td>Discussion 11 Quiz #6</td>
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<tr>
<td>12: Nov 8 - 14</td>
<td>pp. 277-292 Anthropology in the city (16)</td>
<td>Discussion 12 Quiz #7</td>
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<tr>
<td>14: Nov 22 - 28</td>
<td>pp. 315-321 Technology &amp; the future (18) pp. 323-324 Epilogue</td>
<td>Discussion 14 Thanksgiving Holiday</td>
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<tr>
<td>15: Nov 29 – Dec 5</td>
<td>Review, study, and catch up</td>
<td>Discussion 15</td>
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<td>16: Dec 6 - 12</td>
<td>Final Exam</td>
<td>Final Exam</td>
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*Class schedule is subject to change*
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.

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 CSU student can access these computer labs using your campus net login and password. The labs are PC based with a Windows 2000 operating system.

Students with technology-related issues including desktop support, printing, email, BlackBoard, software issues, etc. should call CSU’s IS&T call center at 216.687.5050 or email call.center@csuohio.edu.

See the IS&T website, http://www.csuohio.edu/ist/needhelp.shtml.
NEED HELP?

There are several ways you can get help with technical issues for your eLearning course. Follow these easy steps whenever you have a technical problem or question.

Note: If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

1. Students who need technical assistance should first consult the Ask eLearning knowledge base (http://www.csuohio.edu/elearning). Students can search the knowledge base for relevant articles and submit general technical support questions. Questions submitted to the Ask eLearning knowledge base are answered daily during normal business hours. Students can generally expect a response in less than one business day. Questions can be submitted 24 hours a day for response during the next business day.

2. For more urgent or specific problems, students who need technical support can contact the Call Center via phone (216-687-5050), the web, or email call.center@csuohio.edu. For email submissions, please provide your CSU ID number for the fastest response. The Call Center will either resolve the problem or submit a help ticket to the Center for eLearning. eLearning students should receive a response to help tickets either next business day for items submitted after 3 pm or the same business day for items submitted before 3 pm.

Call Center hours vary during the academic year.

FREQUENTLY ASKED QUESTIONS (FAQs):

Q. When are assignments due?
A. See Course Schedule in Syllabus or Assignments area of Blackboard site. Also remember to check the Announcements for weekly reminders and/or changes.

Q. How do I check my grades?
A. Click on My Grade. You will find it along the left hand column menu on the Blackboard course site.

Q. Can I email you my assignments?
A. Please submit all assignments under the appropriate section in Blackboard, NOT by email.

Q. I cannot find someone’s email address on the list in the course. What should I do?
A. Go to the bottom right of the screen and click on the little green arrow. You will get a drop-down menu. Click on ALL and then click on the green arrow again. Your screen will refresh and you will get the whole roster of names for the course. This little green arrow also shows up on other pages in Blackboard such as under the Announcements section when the list of weekly announcements grows long.
Here are some general comments about the course that should help you navigate your way through a successful experience in UST 200 on-line:

- Check the Blackboard course site frequently to receive course updates, respond to emails, etc. The Instructor checks the course site frequently, including weekends.

- Please give the Instructor or Teaching Assistant a full week to grade the shorter assignments, and two weeks to grade your longer papers. The Instructor or TA will send out an Announcement or an Email in Blackboard stating that the respective grades have been posted.

- Remember that your relationship with the instructor is an Internet relationship. She cannot know what is going on in your life as it pertains to the course if you do not communicate with her. Please make every effort to convey your concerns or questions to the Instructor, and she will make every effort to address these issues in a satisfactory and timely fashion.

- There is really no excuse for missing any weekly assignments. Once something is made available, it is open 24-7 until the time it is due. Therefore, you should be able to plan around your business trip, sister’s wedding, birth of your child (hopefully), etc. Things happen, but please be aware that any emergency involving a request for a time extension requires a valid written excuse (hospital notice, jury duty notice, etc.), and acceptance of such an excuse is at the discretion of the Instructor.

What Online Students Want to Tell New Online Students


- Online learning is time consuming. Many students believe that online learning is more work than traditional classroom learning. It may not take more total time since you don’t have to drive to class, find a place to park, and sit in class, but it should seem that you are spending more time than what you are used to in terms of “homework.” Reading and writing always take longer than talking and listening.

- It helps to be clear about your technical skills. Make sure your computer, keyboarding, email, and attachment skills will support your learning online.

- Choose your professors wisely. Just like a traditional class, some professors are better than others at teaching online.

- Your ability to interact on line may be constrained by your writing and typing abilities.

- Online courses require self-discipline. Even when there are definite deadlines, you must make yourself go do the work.
• Online learning gets easier after you get used to it.

• Most online classes use a threaded discussion forum or bulletin board for class discussions. Students have differing reactions to this form of communication:

*Some people don’t like the lack of face to face interactions. “I’m a big people person and quite social.” “The way we can see people’s facial expressions and hear their voices makes a major difference.” “Online classes are great, but not for me.”

*Some people like the online discussion because they allow students to think before they write rather than traditional classroom discussions which “tend to be blurts of raw, not necessarily thought out ideas.”

o People who are “shy” or don’t speak up in class seem to like this format. “I felt I was more inclined to participate and express myself in the online format, as opposed to the classroom situation where I feel self-conscious about raising my hand.”

o Because shy people “speak up”, some students like the fact that they hear from all of their classmates, not just the most vocal.