The following 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. We are also working to make one copy available for closed reserve (in-library only) use at the CSU library at the main desk.


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. CSU’s Electronic Course Reserve (ECR) is available at the following website: http://researchguides.csuohio.edu/er.php

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

**Course Objectives:**

This is an upper-level undergraduate course in which we will examine American urban life through the lenses of race, class, and ethnicity, with emphasis on the African American experience. It is through these lenses that we will consider political, societal, and economic issues as they relate to life in the city. Given this framework, many topics we discuss will be controversial, with people holding different opinions on respective subjects. Therefore,
having respect for others is fundamental to having open, educational discussions. Here are the general education objectives of this course:

African-American Experience
1. This course will have a focus on the contemporary experience of African Americans and maintain the perspectives, experiences and/or achievements of African Americans themselves as central to the course.
2. This course will provide students with knowledge of how the field of urban studies presents and analyzes the African-American experience.
3. This course will provide students with a framework for understanding inequality and the distinguishing aspects of the African-American experience.

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

Skill Area: Information Literacy
1. This course will require students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
2. This course will require students to address the ethical and legal uses of information.

Additional Skills:
1. Encourage time management through multiple assignments.
2. Develop technology management and exploration skills

Writing across the Curriculum
This course also fulfills the Writing Across the Curriculum (WAC) requirement by meeting the following objectives:
1. The course will require students to write between 2,500 and 4,000 (approximately 10-15 pages) words in writing assignments, including drafts, and online discussions.
2. The final version of an assignment will total at least 2,000 words (approximately eight pages).
3. The course will teach students writing-to-learn strategies that foster students’ experiences in learning and writing-to-communicate strategies that foster students’ respect of readers’ experiences.
4. The assignments will be challenging and may require revision. Students will be provided substantive feedback to assist in preparing subsequent papers or drafts.
5. Students will be required to use the American Psychological Association (APA) style. You will find a link to APA citation guides on the Homepage.
The course will address the needs of students regarding library competency.

General Education Statement
This course meets the criteria for the African American Experience General Education requirement with the skill areas of critical thinking and information literacy.

Course Method
The course will be conducted online using CSU’s Blackboard Learn platform.

Course Requirements and Grading Policy
Grades are based on writing assignments (essays, discussions, homework assignments). Students are expected to:

- Read all textbook chapters and other assigned readings before beginning the respective on-line sessions.
- Participate actively in discussions and ask clarifying questions. **No late discussion submission will be accepted once the discussion board due date has passed & the board is locked**
- Prepare and submit all written assignments. **A late assignment will be deducted five percent per day it is late**
- Send all discussion postings and written assignments through Blackboard. Assignments emailed to Instructor’s external email account **will not be accepted**!
- Log on to the course site **daily** to check for changes and/or additional information.

Policies
- 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 MC 147. Accommodations need to be requested in advance and will not be granted retroactively.
- Refer to the CSU Bulletin for add/drop, withdrawal procedures, S/U, incomplete grading.
- For class cancellations due to weather, call CSU information (687-2000) before class, or access the Cleveland State University home page at www.csuohio.edu.
- Academic misconduct: plagiarism or cheating will result in an “F” for the assignment and possibly an “F” for the course.
CELEBRAD STATE UNIVERSITY

- The entire course and all assignments are open 24/7. Therefore, **no time extensions will be granted without 5% per day penalty (see above)**. Plan your time accordingly. If you know you are in a wedding, on vacation, out of town on business, etc., for part of the course time, finish and submit your assignments ahead of the due dates.
- Please note that there will be no Incompletes given.
- The Instructor reserves the right to make changes to this syllabus.

**Weekly Activities**
Each week every student must complete the assigned readings and discussions. The weekly readings, assignments, and due dates are clearly listed in the Course Schedule of this syllabus.

**ADDITIONAL READINGS**
In addition to the textbook articles assigned throughout the course, there are additional readings assigned that supplement the text readings or provide a different viewpoint from another scholar in the field of urban studies. Additional readings are on Electronic Course Reserve (ECR) through the University Library. You will be able to access these readings CSU’s Library website.

**ASSIGNMENT: “CONCEPT PAPER” AN ANALYSIS OF AN URBAN POLICY OR ISSUE (First Draft & Final Paper)**
Your **major written assignment** will be to present an analysis of a chosen urban issue (see list on Blackboard). These topics all have an association with race, class, and/or ethnicity; therefore students must incorporate the role of race, class, and/or ethnicity into their paper. You will want to narrow the scope of your paper to a particular aspect of the issue. For example, if you were writing about Hurricane Katrina, you may want to narrow your topic by time (e.g., what led up to the levies failing), and by racial issues (black neighborhoods receiving disproportionate damage due to failed levies). This is a research paper, not a case study or an essay about your own personal experiences/opinions. The grading rubric is posted under Assignments in Blackboard.

The **body of your draft** must be 2-4 pages (typed and double-spaced) and include a quick outline or summary of where you are headed with your paper. The body of your **final paper** should be 10-15 pages with a minimum of 2500 words (excluding references), typed, double-spaced. **No abstract is necessary.** In addition, this paper can have a cover page and must have a reference page consisting of no less than eight (8) different scholarly sources. Of the references cited, only two (2) may come from our required class readings. You should
use an assortment of books, book chapters, journal articles, reports, and/or databases (e.g., the U.S. Census).

Guidelines
The essay assignment is a “writing-to-communicate” exercise, which emphasizes proper writing style, grammatical correctness, coherence, and focus. It is intended to help develop collegiate-level writing skills.

- Correct grammar and spelling will be included in determining your essay grade, so be sure to review your work before submitting it.
- You can submit a draft of this essay for comments and ways to improve your essay before submitting your final version. This draft will be returned to you with corrections/guidance for you to revise and resubmit by its final due date. My revisions do not guarantee that you will obtain full points for the paper, but they may serve to guide you if you are encountering problems.
- Information literacy skills require that students address the ethical and legal uses of information. 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.
- You will be required to submit your final paper to the plagiarism detection service, www.turnitin.com. The Instructor will provide the log-in information in Blackboard.
- Format your essay using APA (American Psychological Association) guidelines, including a title page, parenthetical references and a reference list. If you need more information on how this is done, information is available at the CSU University Library.
- Internet sources that are merely web pages constructed by individuals airing their personal views are unacceptable sources. However, using the Web to access academic articles is an appropriate use of the Internet for this assignment. For example, it is appropriate to use an article published in the Journal of Urban Affairs that you can download electronically. However, using the writings found on www.lydiaspeakshermind.com would probably not be an acceptable reference for this assignment. One way to determine if an Internet article is “legitimate” is to ask yourself, “If the Internet didn’t exist, would I find this source in the University library?” Newspaper or magazine articles are relevant sources for this assignment, provided they are in-depth articles on the issue, rather than editorials or commentaries. WIKIPEDIA is NOT an academic source for citations, but is fine as a resource for getting some starter information on a topic.
• 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. A link is provided on the Homepage.

These issues, although contemporary, have roots deep into American history and development, and you can incorporate this history into your paper, where appropriate. CSU’s Michael Schwartz Library houses the Cleveland Press collection, the City’s last afternoon daily newspaper, published from 1878 to 1982. For information on this and other special collections, visit The Cleveland Memory Project at www.clevelandmemory.org.

**Concept Paper Topics**

The most current list of paper topics can be found in Blackboard Learn under **Course Information**. Students must choose one of the listed topics; no additional topics will be accepted. **Students who do not adhere to this requirement and submit a paper with a subject not from this list will receive a grade of zero for this assignment.**

**WEEKLY ONLINE DISCUSSIONS**

After reading the required assignments for the week, students are required to respond to a question or set of questions that is posted by the instructor on the Discussion section of Blackboard. 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. Discussions must be delivered by the due date listed on Blackboard as well as in the syllabus Course Schedule. **The discussion boards will be locked once the due date has passed and late entries will not be accepted.**

The minimum standard for participation in online discussions is to:

• Read the Instructor’s posting and follow the directions carefully;
• Post an original message in response to the instructor’s discussion topic/question before posting to other student discussions;
• Read several postings by fellow students;
• Post a response to messages posted by fellow students for each discussion topic. The minimum number of response postings is listed in the directions for each discussion.
• 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 completely in order to obtain full credit for that week’s discussion board. For example, if the
question asks why is environmental justice important and to give 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.

**YOUR FINAL GRADE IS BASED ON THESE ASSIGNMENTS:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Weekly Discussion</td>
<td>5 pts each (75 total)</td>
<td>Sundays by 11:59pm</td>
</tr>
<tr>
<td>2 Homework Assignments</td>
<td>50 pts each (100 total)</td>
<td>End of week 3 and week 7 by 11:59pm</td>
</tr>
<tr>
<td>Concept Paper Draft</td>
<td>15</td>
<td>End of week 11 by 11:59pm (Submit to Turnitin.com this week-optional)</td>
</tr>
<tr>
<td>Midterm Quiz</td>
<td>25</td>
<td>Available Week 8</td>
</tr>
<tr>
<td>Final Concept Paper</td>
<td>100</td>
<td>by 11:59pm Submit to both Blackboard &amp; <a href="http://www.turnitin.com">www.turnitin.com</a></td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td>315</td>
<td></td>
</tr>
</tbody>
</table>

**Grading scale** is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 or less</td>
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**TECHNOLOGY MANAGEMENT**

YOU ARE RESPONSIBLE FOR MANAGING ACCESS TO TECHNOLOGY. YOU NEED TO FACTOR THAT INTO PLANNING AND ORGANIZATION FOR THE COURSE. For example, save copies of your homework in case they do not download correctly. If your personal computer crashes, you will have to find another way to participate such as using CSU
computers. BACK UP YOUR WORK!!! Have a back-up plan in case your computer crashes (i.e. CSU or public library computers!) Lack of access is not a valid excuse for missing assignments!!!

Below are some general comments about the course that should help you navigate your way through a successful experience in UST 302 online:

• Check the Blackboard Learn course site frequently to post course updates, respond to emails, etc. The Professor checks the course site frequently (including weekends), although you may not hear from her until the following day.

• Please give the Professor a full week to grade assignments.

• Remember that your relationship with the Professor is an online 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. Generally, the whole course is open and available 24/7 until the time it is due. Therefore, you should be able to plan around your business trip, sister’s wedding, 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 Professor.
• 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 online 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:
  
  o 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.”
  
  o Some people like the online discussion because they allow students to think before they write rather than traditional classroom discussions which “tend to be blurs of raw, not necessarily thought out ideas.”
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.”

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

## Week 1

**Introductory Lecture**  
ECR: *White Privilege* (McIntosh)  
Swetkis & Kellogg text introduction: *Introduction: Challenges and Opportunities*  
**Week 1 Discussion**

## Week 2

ECR: *Democracy’s Conversation* (Gunier); *Yackety-Yak About Race* (Reed, Jr.)  
**Week 2 Discussion**

## Week 3

Swetkis & Kellogg text Chapter 1: *Chapter Introduction; Ethnic Enclaves and Cultural Diversity; Philadelphia’s Space in Between: Inner-Ring Suburbs Evolution*  
**Week 3 Discussion**  
HOMEWORK 1 DUE Sunday by 11:59pm

## Week 4

Swetkis & Kellogg text Chapter 2: *Chapter Introduction; Disentangling Poverty and Race; Beyond Segregation: Toward a Shared Vision of our Regions*  
**Week 4 Discussion**

## Week 5

Swetkis & Kellogg text Chapter 3: *Chapter Introduction and Enclaves or Ghettos?*  
**Week 5 Discussion**

## Week 6

Swetkis & Kellogg text Chapter 3: *Into Oblivion: Cleveland, Ohio, 2006*  
**Week 6 Discussion**

## Week 7

Swetkis & Kellogg text Chapter 4: *Chapter Introduction, Policy Makers versus Citizens: Implications of Competing Values when Crafting Public Policy*  
**Week 7 Discussion**  
HOMEWORK 2 DUE Sunday by 11:59pm
Week 8

**Swetkis & Kellogg text Chapter 5:** Chapter Introduction, Context-Conscious Portraits and Context-Blind Policy, and Native American Education in Chicago: Teach Them Truth (Beck)

**Week 8 Discussion**

**MIDTERM QUIZ** available this week. **DUE no later than Sunday by 11:59pm**

Week 9

**Swetkis & Kellogg text Chapter 6:** Chapter Introduction, “My Children Need Medicine”: Health Care and Illness, and Urban Sprawl and Public Health

**Week 9 Discussion**

Week 10

**From Swetkis & Kellogg text Chapter 7:** Chapter Introduction and Environmental Justice and Information Technologies: Overcoming the Information-Access Paradox in Urban Communities

**Week 10 Discussion**

Week 11

**From Swetkis & Kellogg text Chapter 7:** How the Media Compound Urban Problems

**Online Article:** Behind the Death of Timothy Thomas: http://www.msnbc.msn.com/id/4703574

**Week 11 Discussion**

**DRAFT CONCEPT PAPER** DUE by Sunday at 11:59pm

Week 12

**ECR:** Seeing Disorder: Neighborhood Stigma & the Social Construction of “Broken Windows” (Sampson & Raudenbush)

**Week 12 Discussion**

Week 13

**ECR:** The Rise of the Creative Class, and Review of Richard Florida’s The Rise of the Creative Class

**Week 13 Discussion**
### Week 14

<table>
<thead>
<tr>
<th>Swetkis &amp; Kellogg text Chapter 8:</th>
<th>Chapter Introduction, <em>Food Security: An Ecological-Social Analysis to Promote Social Development</em>, and <em>The Next Industrial Revolution</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 14 Discussion</strong></td>
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</table>

### Week 15

<table>
<thead>
<tr>
<th>Submit FINAL DRAFT of your CONCEPT PAPER to BOTH Blackboard and</th>
<th><strong><a href="http://www.turnitin.com">www.turnitin.com</a></strong> by Sunday at 11:59pm. See Blackboard course site for details.</th>
</tr>
</thead>
</table>