



UST 302: Contemporary Urban Issues

Section 1

TTh 2:00 – 3:15 PM

Room UR 107

Fall Semester, 2017

Cleveland State University

Maxine Goodman Levin College of Urban Affairs

Department of Urban Studies

Instructor: Alan V. Grigsby

Office: UR 217

Email: a.grigsby@csuohio.edu

Telephone: (216) 395-7577

Office Hours: Th 3:30 – 4:30 pm; or by appointment.

Course Description

This is an upper-level undergraduate course designed to explore American urban life, with a particular focus on issues of race, class and ethnicity. The class addresses the physical, social and economic dimensions of the urban crisis and emphasizes African-American communities. Many of the topics covered in this course may be controversial and challenge individual opinions. Therefore, do not take differences in opinion personally. Having respect for people with differing opinions is fundamental to an open, educational discourse.

Course Objectives

This course provides students with both scholarly and practical skills. At the end of the semester, students are expected to:

- Understand the core issues and challenges relevant to urban America,
- Be familiar with public policy and politics relevant to urban areas, particularly issues of race and ethnicity,
- Have an increased understanding of the key benefits and challenges of racial/ethnic diversity in neighborhoods.
- Improve their writing, research, critical thinking and analytical skills through writing assignments, group discussions, and a final exam.
- Analyze a core urban challenge and write an urban research paper.

This course uses CSU's Blackboard system to disseminate information (including readings) and collect assignments. Therefore, students must have access to a computer and the Internet. Contact the University Help Desk (216-687-5050) or the Center for E-Learning (<http://www.csuohio.edu/elearning/>) for issues with Blackboard.

Course Requirements

Students are required to:

1. Read all assigned readings,
2. Actively participate in class discussions,
3. Prepare and submit all written assignments on-time, and
4. Edit written assignments extensively prior to submission.

Required Text and Readings

All readings are required. The textbook is available for purchase at the CSU Bookstore:

- Doreen Swetkis & Wendy A. Kellogg, eds. 2013. *The 21st Century American City: Race, Ethnicity and Multicultural Urban Life*, second edition (Dubuque, IA: Kendall/Hunt Publishing Company).
- Additional required readings are posted on Blackboard (organized by week).

Assignments

All papers should be well-written, clearly organized, and edited (for content, style and grammar). You should take care to address all of the requirements for each assignment and submit them on-time. The penalty for late assignments is one half a letter grade per day. For example, an A- becomes a B+ if submitted one day late). **Due dates are also listed in the “Course Schedule” part of the syllabus.**

All papers must be submitted as Microsoft Word documents through email or Blackboard. No other forms of submission will be accepted. Submitting in Microsoft Word format allows me to provide thorough and detailed feedbacks on your draft papers.

Assignment	Percent*	Due Date
Class Participation	10%	-
Data Lab	10%	Sunday, November 12
Exam 1	15%	Thursday, October 5
Exam 2	15%	Tuesday, December 5
Final Paper	25%	Thursday, December 14
Draft 1	12.5%	Sunday, September 24
Draft 2	12.5%	Sunday, October 29
Total	100%	

*There are 100 total points for the class—the percentage of each assignment equals the points possible. Therefore, the midterm exam is worth 15 points *and* 15% of the final grade.

Student Grading

In the Levin College, the letter grades follow this numeric scale:

A	= 94-100%	C+	= 77-79
A-	= 90-93	C	= 70-76
B+	= 87-89	D	= 60-
B	= 83-86	F	= 59 and below
B-	= 80-82		

Grades of “I” and “X”

- X – The grade of "X" can only be administratively assigned by the Office of the University Registrar to indicate a grade has not been assigned by an instructor. For undergraduate students who have stopped attending/participating without notification and have not completed all assignments for reasons that cannot be determined, instructors should assign the earned grade. Any grade of “X” will become a grade of “F” at 11:59 PM the day following the grading deadline.
- I - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

Class Participation (10%)

Regular attendance is crucial to your success in this course, but attendance is not mandatory. However, you are required to engage in thoughtful discussions while maintaining a culture of respect for your peers. I will help moderate the discussions.

Students who are in attendance will be eligible to earn participation points by participating in in-class activities/discussions. Students who miss class on these days will not be able to recoup these points.*

**Excused Absences:* Students with a University-approved excuse must present documentation and notify the instructor in advance. Any assignments missed during an approved leave, will qualify for a make-up.

Data Lab (10%)

In class, we will discuss the US Census definitions of metropolitan areas (including urban and suburban areas). We will also discuss a brief history of urban inequality to help frame our understanding of the urban landscape in America. In this assignment you will analyze Census and American Community Survey (ACS) data. After you complete this lab, we will discuss observed trends as a class on 11/9.

Midterm (15%) and Final (15%) Exams

The course includes two in-class exams. The midterm will be given Thursday, 10/5. The final exam will be given Tuesday, 12/5. As with in-class participation, students who miss class on these days will not be able to make-up these points.*

Contemporary Urban Issue Research Paper (50% total)

Part 1 Draft (12.5%): Due Sunday, 9/24 at 11:59pm

Part 2 Draft (12.5%): Due Sunday, 10/29 at 11:59pm

Final Paper (25%): Due Thursday, 12/14 at 11:59pm

The primary written assignment for this course is an analysis of a contemporary urban issue. The assignment has four components:

- (1) Part 1: Problem Definition and Possible References (draft: ~ 2 pages; final: ~ 3-4 pages)
- (2) Part 2: Assessment of Existing Research and Policies (draft ~2-3 pages; final: ~3-5 pages)
- (3) Final paper: parts 1 and 2, plus an introduction & conclusion (~9-12 pages; minimum 2,500 words, excluding references).

All papers must be typed and submitted in Microsoft Word format. You can include a cover page and an abstract, but these are not required. You should give your paper a descriptive title. Be sure to include your name on your paper. As a “Writing across the Curriculum” course, you will be graded on content and proper writing style including grammatical correctness, coherence, and focus.

This is a **research paper** and you must draw on scholarly sources including: journal articles, books, book chapters and other reports. You can supplement with materials drawn from popular media (newspapers, magazines), databases (e.g., the U.S. Census), and valid internet sources (no Wikipedia!!!).

You must include at least **six different scholarly sources beyond the assigned readings for this course.** The drafts and final paper must have appropriate citations and a bibliography. Plagiarism will not be tolerated. Please refer to this syllabus and the CSU Student Code of Conduct for additional rules regarding plagiarism. Remember – this is a research paper, not an essay about your own personal experiences. The subjects of race, class, and/or ethnicity permeate each of the possible paper topics. You must incorporate and highlight these connections in your paper.

You must choose one of the following topics:

1. Cities and Technology
2. Eviction
3. Environmental Justice and Sustainability
4. Integration and Diverse Neighborhoods
5. Urban Crime
6. Urban Education

PART 1: PROBLEM DEFINITION (draft: ~ 1-2 pages)

The problem definition portion of the issue paper must:

- Concisely describe what the problem is (this is your thesis);
- Explain why it is important (why should anyone care?);
- Describe its present and potential future magnitude (and the basis for your estimate);
- Detail who is affected by it; and
- Explore its possible causes.

In this portion of the paper, briefly address any physical causes of the problem and the underlying human sources or activity that influence the problem. Be as specific as possible. Use data that is available and cite all of your sources.

PART 2: EXISTING RESEARCH AND POLICIES (draft ~2-3 pages, not including part 1)

The existing policies portion of the paper must:

- Define and explain existing research that describes, assesses, or disputes the issue.
- Define and explain policies, laws, regulations and/or programs aimed at combatting/addressing your problem;
- Begin to assess whether the existing policies are effective;
- Discuss potential barriers to effectiveness (e.g. inadequate funding, political opposition); and

In this portion of the paper, summarize existing government laws, policies, regulations, and programs that are designed to address the problem. What research (if any) informs the aforementioned?

Additionally, analyze the effectiveness of these strategies and discuss why these strategies may not be sufficient to solve the problem. Be sure to consider whether or not the policies themselves are inherently flawed or if it is the implementation of a regulation, policy or program that is flawed. Does more research need to be done? What kind of study would you recommend?

FINAL PAPER (~9-12 pages; minimum 2,500 words, excluding references)

The final paper should consist of:

- Introduction: introduces the topic, catches the reader's interest, and presents your overarching thesis;
- Problem definition: revised per comments on draft submission;
- Existing research and current policies: revised per comments on draft submission;
- Alternatives & recommendations: revised per comments on draft submission;
- Conclusion: summarizes the paper, provides direction for the future; and
- List of References.

The final paper should be between 9-12 pages with approximately 2,500 words – excluding references. The paper should have proper in-text citations and a reference list / bibliography. You must include at least 6 scholarly sources beyond readings included in this syllabus. You should use American Psychological Association (APA) style when writing and consistency is expected throughout the paper.

Plagiarism

Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's 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 acknowledgment.

The penalties for plagiarism are found in full in the Student Handbook (Office of Student Life) under Academic Regulations (Policy on Academic Misconduct) at the following link:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

Writing Assistance

Students are encouraged to visit CSU's Writing Center for writing assistance. Call (216) 687-6981 for appointments (Rhodes Tower 124). The Writing Center also provides on-line help; see <http://www.csuohio.edu/academic/writingcenter/index.html> for more information and guidelines.

Important Dates

Last Day to Drop with Full Refund September 1, 2017

Last Day to Drop September 8, 2017

Columbus Day (Tuesday no classes - offices open) October 10, 2017

Last Day to Withdraw from Courses November 3, 2017

Thanksgiving Recess November 23-26, 2017

Last Day of Classes December 8, 2017

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 MC 147. 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.

General Education Requirement & Writing Across the Curriculum

UST 302 meets the criteria for the *African-American Experience* GenEd 08 requirement and for the skill areas of *critical thinking and information literacy*.

African-American Experience Criteria:

1. This course has a primary focus on the contemporary experience of African-Americans and maintains the perspectives, experiences and/or achievements of African-Americans as central to the course.
2. This course provides students with knowledge of how the field of Urban Affairs studies and analyzes the African-American experience.
3. This course provides students with a theoretical and empirical framework for understanding inequality and distinguishing aspects of the African-American experience.

Skill Areas:

Critical Thinking: This course emphasizes critical thinking and requires students to use skills that involve the use of content knowledge to identify issues and find solutions.

Information Literacy: This course aims to improve information literacy and requires students to evaluate the accuracy, authority, objectivity, and reliability of information sources.

Knowledge/Skills Objectives:

As the course proceeds students will:

- Be exposed to varied ways of analyzing issues within urban systems with a concentration on race, ethnicity and values specific to poverty and wealth in America.
- Develop skills in the areas of urban spatial analysis; the assessment of public policies and; the application of elementary data analysis in presentations and written work.
- Analyze strategies for their capacity to provide measurable spatial, social, economic and political outcomes including social justice.
- Analyze theories explaining the relationships among urban places and various racial and ethnic groups in America including their social interactions and political transactions.
- Examine the functions of scholarship, politics, law, and public policy and their responses to urban issues emphasizing those that result from the intersections of people's physical and social mobility.

Writing Across the Curriculum (WAC) criteria:

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

- Require the students to write between 3000 and 5000 words (15-20) pages, double-spaced, in 12- point font, with 1” margins) in writing assignments (which) may include drafts. Final versions of at least one assignment should total at least 2000 words (eight pages).
- Teach students writing-to-learn strategies that foster students’ experiences in learning and writing-to-communicate strategies that foster students’ respect of readers’ experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews should be included.
- Assign writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent
- Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience and citation.
- Assign writing throughout the semester.
- Where appropriate, address the needs of students regarding library competency.
- Assign writing in English unless the course is specifically geared to improving writing at the 300-level in another language.
- In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

Skill Areas: *Critical Thinking*

This course requires that at least 15% of the student’s grade in the course is based on the evaluation of Critical Thinking.

- This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information that effectively identifies problems and issues and then using information to resolve issues and solve problems.)

Skill Areas: *Information Literacy*

This course also promotes the skill area of Information Literacy. This means that the course will:

- Designate that at least 15% of the student’s grade in the course is based on an evaluation of information literacy.
- Require students to evaluate the accuracy, authority, currency, objectivity and reliability of information sources.
- Require students to address the ethical and legal uses of information.

Course Schedule

S&K refers to the required text by Swetkis & Kellogg. [BB] after a reading indicates that it is posted on Blackboard. The Blackboard readings are organized on the course Homepage by week. Links to websites and multimedia materials are provided on Blackboard.

* Indicates WAC Draft Week

Date	Topic	Reading
Week 1		
29-Aug	Introductions	S&K, "Introduction: Challenges and Opportunities" (pp. vii-xii).
31-Aug	What is Urban Studies?	S&K, "Demography, Geography, and Culture of Urban America" (pp. 1-3)
Week 2		
5-Sep	Urbanization and Urbanism	S&K, "Into Oblivion, Cleveland, Ohio, 2006" (pp. 63-75)
7-Sep	Urbanization and Urbanism	tbd
Week 3		
12-Sep	Chicago School and Critiques	(On Blackboard)
14-Sep	Chicago School and Critiques	(On Blackboard)
Week 4*		
19-Sep	Residential Segregation	Du Bois "The Environment of the Negro" (on BlackBoard)
21-Sep	Residential Segregation	Haynes and Hutchison & Gans pdf pgs 1-11, journal pgs. 374-357 (On Blackboard)
Week 5		
26-Sep	Residential Segregation	S&K, "Ethnic Enclaves and Cultural Diversity" (pp. 5-17).
28-Sep	Residential Segregation	S&K, "Poverty, Class and Race" (pp. 35-36).
Week 6		
3-Oct	Residential Segregation	S&K, "Disentangling Poverty and Race" (pp. 37-52).
5-Oct	Midterm Exam	n/a
Week 7		
10-Oct	NO CLASS Columbus Day	n/a
12-Oct	Urban Change: Suburbs	S&K, "Philadelphia's Space In Between: Inner-Ring Suburb Evolution" (pp. 19-34)

Week 8		
17-Oct	Urban Change: Suburbs	S&K, "Beyond Segregation: Toward a Shared Vision of Our Regions" (pp. 53-58).
19-Oct	Urban Change: Suburbs	S&K, "Housing and Neighborhoods" (pp. 59-61).
Week 9*		
24-Oct	Urban Change: Gentrification	S&K, "Enclaves or Ghettos? Neighborhood Effects on Gay and Lesbian Access to City Institutions" (pp. 77-87).
26-Oct	Urban Change: Gentrification	S&K, "Beyond Segregation" (pp. 53-58).
Week 10		
31-Oct	Measuring Urban Issues	Persell "Doing Social Research" (on BlackBoard)
2-Nov	Measuring Urban Issues	Anderson "Cosmopolitan Canopy" (on Black Board)
Week 11		
7-Nov	NO CLASS - Data Analysis Lab	Complete Lab Assignment (cpu and internet access required)
9-Nov	Data Analysis Lab Follow-Up	tbd
Week 12		
14-Nov	Crime and Police in the City	S&K, "Race and the Relevance of Citizen Complaints against the Police" (pp. 101-115).
16-Nov	Cities and Education	S&K, "Education and Urban Schools" (pp. 117-123).
Week 13		
21-Nov	NO CLASS	n/a
23-Nov	NO CLASS Thanksgiving	n/a
Week 14		
28-Nov	Urban Futures	S&K, "The Next Industrial Revolution" (pp. 215-227)
30-Nov	Urban Futures	tbd
Week 15*		
5-Dec	FINAL EXAM	n/a
7-Dec	Final Paper Meetings	n/a