

**Cleveland State University**  
**Fall Semester, 2017**  
**Maxine Goodman Levin College of Urban Affairs**  
**Department of Urban Studies**  
**UST 302: Contemporary Urban Issues (Section 501)**

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***Office Hours: by appointment only***

**\*\*\*This is a web-based class with no in-person meetings\*\*\***

### **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 appreciation for diversity, including its key benefits and challenges, and
- Improve their writing, research, critical thinking and analytical skills through writing assignments, group discussions, and final exam.

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 on-line 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 the Electronic Course Reserve and 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 Blackboard. No other forms of submission will be accepted. As on on-line writing across the curriculum course, submitting in Microsoft Word format allows me to provide thorough and detailed feedbacks on your draft papers.

ASSIGNMENT	POINTS	DUE DATE
Original discussion responses	30 pts. (2 pts. each x 10 weeks)	See course schedule & Blackboard
Comments on peer responses	20 pts. (1 pts. each x 10)	See course schedule & Blackboard
Quizzes	25 pts. (5 pts. Each x 5)	See course schedule & Blackboard
3 Writing preparation assignments	15 pts.	9/1, 9/8, 9/15
Research paper, Part 1 draft	10 pts.	Wed, 9/27
Research paper, Part 2 draft	10 pts.	Wed, 10/25
Research paper, Part 3 draft	10 pts.	Thurs, 11/16
Final research paper	40 pts.	Wed, 12/6
Midterm	15 pts.	10/11 – 10/13
Final exam	25 pts.	12/13 – 12/15
<b>Total</b>	<b>200 pts.</b>	

## Weekly Discussion Question Response (30 pts.) & Dialogue with Classmates (20 pts.)

Every week, you will post an original response to a posted discussion question (*see “Discussions” on the Blackboard site*) pertaining to that week’s readings. All responses will be submitted via the Blackboard discussion threads. *Email responses sent to me will not be graded.* As an on-line class, this constitutes the primary mode of participation. In order to sufficiently respond to discussion questions, you must draw on the required readings and other posted materials for that week.

Discussion questions will be posted no later than Monday at 4pm. You will have until Friday at 4pm to submit your response. You will be unable to submit a response to the weekly discussion thread once thread closes. For a complete schedule of due dates, see the course schedule portion

of this syllabus and the “*Calendar*” on Blackboard. Your original discussion question response should be approximately **300 words**.

You must also engage with your classmates by responding to other students’ posts. These peer comments are due the Wednesday after your original posts are due. In week 2, you should post at least one comment to other students’ original responses by Wednesday. **The interaction with your classmates must be substantive.** For instance, simply responding to a classmate by saying “I agree” is insufficient and you will not earn credit. Your comments on peer responses should be approximately **100-200 words**. **Comments less than 100 words will not receive credit.** While I encourage you to comment and interact with your peers as much as possible, you can only earn one (1) comment “credit” each week. In other words, if you post 9 comments on the Week 1 discussion thread, you will only earn 2 points.

Your responses will be visible to all students enrolled in this section of UST 302 and will not be anonymous. You are required to engage in thoughtful discussions while maintaining a culture of respect for your peers. I moderate the on-line discussion threads to ensure that the class is maintaining a culture of respect. **I RESERVE THE RIGHT TO DELETE ANY OFFENSIVE OR INAPPROPRIATE COMMENTS AND TO NOT GIVE CREDIT FOR SUCH REMARKS.**

**Quizzes (25 pts.= 5@5 pts. each)** (multiple choice, covering weekly readings). Submit directly from the content module for that week.

#### **Writing preparation assignments (15 pts.)**

There will be 3 short writing assignments to prepare you for the writing assignments. They will be due on Jan 24<sup>th</sup> (citation & paraphrasing), Jan 27<sup>th</sup> (final paper topic) and Feb 4<sup>th</sup> (outline).

#### **Midterm (15 pts.) and Final (25 pts.) Exams**

The course includes a midterm and final exam. The midterm will be available from Monday, 10/10 through Wednesday, 10/12. The final exam will be available from Monday, 12/12 through Wednesday, 12/14. You must log on to Blackboard to complete the exam. Once you log on to each exam, you will have two hours to complete it. **Be sure you have the time to complete the exam. Once you start, you cannot stop and come back to it at a later time.**

**Contemporary Urban Issue Research Paper** (each part is on the same subject and builds to the final paper)

**Part 1 Draft (10 pts.): Due Wed, 9/27 at 11:59pm**

**Part 2 Draft (10 pts.): Due Wed, 10/25 at 11:59pm**

**Part 3 Draft (10 pts.): Due Thurs, 11/16 at 11:59pm**

**Final Paper (40 pts.): Due Wed, 12/6 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 (draft: ~ 2 pages; final: ~ 3-4 pages)

(2) Part 2: Existing Policies (draft ~2-3 pages; final: ~3-5 pages)

(3) Part 3: Alternatives & Recommendations (draft ~2-3 pages; final: 3-5 pages)

(4) Final paper: parts 1-3 edited, plus an introduction & conclusion, you will have to write some bridging language between each part to make the paper sound coherent (~10-12 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 and I use Turn It In. 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. Access to Quality Education
2. Affordable Housing
3. Climate Change
4. Environmental Justice
5. Food Deserts
6. Gentrification
7. Housing Segregation/Discrimination
8. Human Trafficking
9. Shrinking Cities
10. Urban Crime
11. Urban Unrest/Civil Disorders
12. Voting rights

**PART 1: PROBLEM DEFINITION** (draft: ~ 2 pages; final: ~ 3-4 pages)

The problem definition portion of the issue paper must:

- Concisely describe what the problem is;
- Explain why it is important;
- 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, address any physical causes of the problem and the underlying human sources or activity that influence the problem. Be as specific as possible. Be sure to be candid and upfront about uncertain or disputed issues, such as conflicting estimates of the magnitude of the problem. Use data that is available and cite all of your sources.

**PART 2: EXISTING POLICIES** (draft ~2-3 pages; final: ~3-5 pages)

The existing policies portion of the paper must:

- Define and explain existing policies, laws, regulations and/or programs aimed at combatting/addressing your problem;
- Assess whether the existing policies are effective;
- Discuss barriers to effectiveness (e.g. inadequate funding, political opposition); and
- Explain why you believe the policies, laws, regulations, and/or programs are/are not effective (and justify your analysis).

In this portion of the paper, summarize existing government laws, policies, regulations, and programs that are designed to address the problem. You also must 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.

### **PART 3: ALTERNATIVES & RECOMMENDATIONS** (draft ~2-3 pages; final: 3-5 pages)

The alternatives and recommendations portion of the paper must:

- Identify alternative policies, regulations, or programs to address the problem;
- Describe who should be involved in solving the problem;
- Explain how and why you think alternative solutions to the problem would be effective;
- Discuss the pros and cons of your recommendations (e.g. costs, positive/negative side effects, uncertainties); and
- Identify additional analyses, research, information that is necessary to appropriately craft solutions to the problem.

### **FINAL PAPER** (~10-12 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 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
- Bibliography.

The final paper should be between 10-12 pages with a minimum of 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.

Additional writing advice:

- Use correct grammar and spelling. Edit thoroughly before submitting your paper. I recommend reading it out loud to catch mistakes.
- Cite information properly. Information literacy skills require students to address the ethical and legal uses of information.
- When using quotations, always set them off with quotation marks and appropriately cite the author.
- When paraphrasing information, attribute credit the author(s). Paraphrasing is the act of restating an author's words or ideas in your own words. A majority of your paper will likely consist of paraphrased information.
- Format your essay using American Psychological Association (APA) guidelines, including a title page, abstract, parenthetical references, and a reference list. If you need more information, the CSU library can provide the guidelines or see: <http://www.ulib.csuohio.edu/research/vrd/citations.html> or <http://www.apastyle.org>.
- Be careful when using internet sources. Web pages constructed by individuals that offer the owners' personal views are unacceptable. However, using the web to access academic articles is an acceptable use of the Internet for this assignment. For example, it is okay to use an article published in the *Journal of Urban Affairs* that you can download electronically. One way to determine if an Internet source is legitimate is to ask yourself, "If the Internet didn't exist, could I find this source in the CSU library?" Newspaper

and/or magazine articles will likely provide relevant information for this assignment, provided they are in-depth articles on the issue (rather than editorials, letters, or commentaries). WIKIPEDIA IS NOT AN ACADEMIC SOURCE. DO NOT USE IT!

- If you need additional guidance regarding how to write or construct a research paper, contact the CSU Writing Center (information below).

### **Plagiarism**

This course requires a significant amount of research and writing. No act of plagiarism will be tolerated. **Plagiarism may result in the student receiving a failing grade for the assignment.** The University's penalties for plagiarism are in the Student Handbook, under Academic Regulations (Policy on Academic Misconduct), see

<http://www.csuohio.edu/studentlife/conduct/acadegres.html>. If you would like additional information regarding plagiarism, see the CSU Writing Center's statement on plagiarism at: <http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html>.

When you quote, or state directly what an author has said, set off the statement in quotation marks and document the source with an APA-style citation. If you derive a paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons, for example: (Johnson, 1999; Perry, 2004; Smith, 2006). Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of an author's words or ideas. Paraphrasing adds weight to the argument you are presenting. When paraphrasing, you should maintain the intent of the original passage and/or synthesize the ideas of multiple authors.

### **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.

### **Grades**

The grading scale for this course is by %:

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

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. An "I" automatically becomes an F if not resolved by the last day of instruction of the following semester. An "I" grade may be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

## IMPORTANT DATES

Term Begins (Saturday)	August 26, 2017
Last Day to Join a Course Waitlist	September 1, 2017
Last Day to Drop with Full Refund	September 1, 2017
Last Day to Add (CampusNet Registration)	September 3, 2017
<u>Last Day to Drop</u>	September 8, 2017
Course Withdrawal Period Begins - 'W' Grade Assigned	September 9, 2017
Last Day to Withdraw from Courses	November 3, 2017
Midterm Grades	October 16-22, 2017
Last Day of Classes	December 8, 2017
Final Exams	December 11-16, 2017
Fall Semester Student Incomplete Work Deadline	May 4, 2018
Labor Day (University Holiday)	September 4, 2017
Columbus Day (Tuesday no classes - offices open)	October 10, 2017
Veterans Day (University Holiday - Friday)	November 10, 2017
Thanksgiving Recess (no classes on Saturday)	November 23-26, 2017

### Disability Statement

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.

### 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.
- Identify strategies that exploit change and regard them with respect to the manner in which social change is influenced by a range of social, cultural, historical, political and economic currents.
- 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 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.
- Learn that both cross sectional and longitudinal research are useful in different ways particularly as they influence one's reasoning and problem-solving strategies.

**This is a Writing Across the Curriculum course. These are the criteria for WAC courses:**

- 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 papers or drafts of papers. This feedback should not consist of entirely mechanical correction of punctuation and grammar.
- 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.
- Maximum enrollment for the course is 35 or 45 with a graduate assistant.

### **Skill Areas: Critical Thinking**

This course requires that at least 15 pts. 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 pts. 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 available on Electronic Course Reserves (passcode: **1321**). Links to websites and multimedia materials are provided on Blackboard.*

### **Week 1: Introduction + the History of Urban America** (Week of August 27<sup>th</sup>)

#### **Readings:**

- S&K, "Introduction: Challenges and Opportunities" (pp. vii-xii).
- 10 demographic trends that are shaping the U.S. and the world  
<http://www.pewresearch.org/fact-tank/2016/03/31/10-demographic-trends-that-are-shaping-the-u-s-and-the-world/>

#### **Assignments Due:**

- Week 1 discussion question response (Fri., Sept 1<sup>st</sup>)
- Writing Preparation assignment #1 (Fri, Sept 1<sup>st</sup>)

### **Week 2: Contemporary Demographics + Geography** (Week of Sept 3<sup>rd</sup>)

#### **Readings:**

- S&K, "Demography, Geography, and Culture of Urban America" (pp. 1-3)
- S&K, "Philadelphia's Space In Between: Inner-Ring Suburb Evolution" (pp. 19-34)

#### **Assignments Due:**

- Writing preparation assignment #2 (Fri, Sept 8<sup>th</sup>)
- Week 1 peer comments (Wed., Sept 6<sup>th</sup>)
- Week 2 discussion question response (Fri., Sept 8<sup>th</sup>)

### **Week 3: Immigration, Ethnic Enclaves & Cultural Diversity** (Week of Sept 10<sup>th</sup>)

#### **Readings:**

- S&K, "Ethnic Enclaves and Cultural Diversity" (pp. 5-17).
- Singer, A. 2010. "Chapter III: Immigration," *State of Metropolitan America*. [BB]
- Yong, Caleb. 2016. "Justice in Labor Immigration Policy." [BB]

#### **Assignments Due:**

- Week 2 peer comments (Wed, Sept 13<sup>th</sup>)
- Week 3 discussion question response (Fri., Sept 15<sup>th</sup>)
- Writing preparation assignment #3 (Fri, Sept 15<sup>th</sup>)

#### **Week 4: Race & Class** (Week of Sept 17<sup>th</sup>)

##### **Readings:**

- S&K, “Poverty, Class and Race” (pp. 35-36).
- S&K, “Disentangling Poverty and Race” (pp. 37-52).
- “Race – The Power of an Illusion: An Interview with John A. Powell,”  
[http://www.pbs.org/race/000\\_About/002\\_04-background-03-06.htm](http://www.pbs.org/race/000_About/002_04-background-03-06.htm).

##### **Assignments Due:**

- Week 3 peer comments (Wed., Sept 20<sup>th</sup>)
- Week 4 discussion question response (Fri., Sept 22<sup>nd</sup>)
- Quiz #1 (Sept 20<sup>th</sup>-22<sup>nd</sup>)

#### **Week 5: Segregation & Inequality** (Week of Sept 24<sup>th</sup>)

##### **Readings:**

- S&K, “Beyond Segregation: Toward a Shared Vision of Our Regions” (pp. 53-58).
- Berube, A. 2014. “All Cities are not Created Unequal”  
(<http://www.brookings.edu/research/papers/2014/02/cities-unequal-berube>). [BB]
- How Racial Segregation Leads to Income Inequality - By Joe Cortright  
[http://cityobservatory.org/segregation\\_and\\_inequality/](http://cityobservatory.org/segregation_and_inequality/)

##### **Assignments Due:**

- Week 4 peer comments (Wed., Sept 27<sup>th</sup>)
- Week 5 discussion question response (Fri., Sept 29<sup>th</sup>)
- Quiz #2 (Sept 27<sup>th</sup>-29<sup>th</sup>)
- Research paper, Part 1 draft (Wed., Sept 27<sup>th</sup>)

#### **Week 6: Housing & Neighborhoods I: Lending & Foreclosures** (Week of Oct 1<sup>st</sup>)

##### **Readings:**

- S&K, “Housing and Neighborhoods” (pp. 59-61).
- S&K, “Into Oblivion, Cleveland, Ohio, 2006” (pp. 63-75)
- Kotlowitz, A. 2009. “All Boarded Up,” *New York Times*. [BB]

##### **Assignments Due:**

- Week 5 peer comments (Wed., Oct 4<sup>th</sup>)
- Week 6 discussion question response (Fri., Oct 6<sup>th</sup>)

#### **Week 7: Housing & Neighborhoods II: Affordability & Gentrification** (Week of Oct 8<sup>th</sup>) ***(Oct 10 No School, Columbus Day Observed)***

##### **Readings:**

- S&K, “Enclaves or Ghettos? Neighborhood Effects on Gay and Lesbian Access to City Institutions” (pp. 77-87).
- Levy, D.K., et al. 2006. *In the Face of Gentrification: Case Studies of Local Efforts to Mitigate Displacement*. [BB]
- Shashaty, Andre F., 1992. “The missing beat”
- Cleveland Gentrification Maps and Data <http://www.governing.com/gov-data/cleveland-gentrification-maps-demographic-data.html>

##### **Assignments Due:**

- Midterm Exam (Wed, Oct 11<sup>th</sup> – Fri, Oct 13<sup>th</sup>)
- Week 6 peer comments (Wed., Oct 11<sup>th</sup>)
- Week 7 discussion question response (Fri., Oct 13<sup>th</sup>)

**Week 8: Urban Governance** (Week of Oct 15<sup>th</sup>)

**Readings:**

- S&K, “Urban Governance” (pp. 89-91).
- S&K, “Policy Makers Versus Citizens: Implications of Competing Values when Crafting Public Policy” (pp. 93-100).

**Assignments Due:**

- Week 7 peer comments (Wed., Oct 18<sup>th</sup>)
- Week 8 discussion question response (Fri., Oct 20<sup>th</sup>)
- Quiz #3 (Oct 18<sup>th</sup> – 20<sup>th</sup>)

**Week 9: Policing & Crime** (Week of Oct 22<sup>nd</sup>)

**Readings:**

- S&K, “Race and the Relevance of Citizen Complaints against the Police” (pp. 101-115).
- Smith, J. 2014. “You Can’t Understand Ferguson without First Understanding these Three Things,” (<http://www.newrepublic.com/article/119106/ferguson-missouris-complicated-history-poverty-and-racial-tension>). [BB]

**Assignments Due:**

- Week 9 peer comments (Wed., Oct 25<sup>th</sup>)
- Week 10 discussion question response (Fri., Oct 27<sup>th</sup>)
- Research paper, Part 2 draft (Wed, Oct 25<sup>th</sup>)

**Week 10: Education & Urban Schools** (Week of Oct 29<sup>th</sup>)

**Readings:**

- S&K, “Education and Urban Schools” (pp. 117-119).
- S&K, “Context-Conscious Portraits and Context-Blind Policy” (pp. 121-123).
- Bancroft, K. 2009. “To Have and to Have Not: The Socioeconomics of Charter Schools,” *Education and Urban Society*. [BB]

**Assignments Due:**

- Week 10 peer comments (Wed., Nov 1<sup>st</sup>)
- Week 11 discussion question response (Fri., Nov 3<sup>rd</sup>)
- Quiz #4 (Nov 1<sup>st</sup> – Nov 3<sup>rd</sup>)

**Week 11: Urban Health** (Week of Nov 5<sup>th</sup>) (**Nov 10<sup>th</sup>, No School, Veterans’ Day observed**)

**Readings:**

- S&K, “Urban Health” (pp. 137-139).
- S&K, “My Children Need Medicine: Health Care and Illnesses” (pp. 141-152)
- S&K, “Urban Sprawl and Public Health” (pp. 153-169)

**Assignments Due:**

- Week 11 peer comments (Wed., Nov 8<sup>th</sup>)
- Week 12 discussion question response (Thurs, Nov 9<sup>th</sup>)

**Week 12: Environment & Sprawl** (Week of Nov 12<sup>th</sup>)

**Readings:**

- S&K, “Technology Issues in the Urban Environment” (pp. 171-173).
- S&K, “Environmental Justice and Information Technologies” (pp. 175-191).

**Assignments Due:**

- Week 12 peer comments (Wed., Nov 15<sup>th</sup>)
- Week 13 discussion question response (Fri, Nov 17<sup>th</sup>)
- Quiz #5 (Nov 15<sup>th</sup> – Dec 17<sup>th</sup>)
- Research paper, Part 3 draft (Thurs, Nov 16<sup>th</sup>)

**Week 13: Media** (Week of Nov 19<sup>th</sup>) **Thanksgiving Break**

**Readings:**

- S&K, “How the Media Compound Urban Problems” (pp. 193-200).
- Sommers, S.R., et al. 2006. “Race and Media Coverage of Hurricane Katrina: Analysis, Implications, and Future Research Questions,” *Analyses of Social Issues and Public Policy*. [BB]
- Jia, Ming, Tong, Li. Xi’an, Viswanath, P. V., Zhang, Zhe, 2015. “Word power: The impact of negative media coverage on disciplining corporate pollution.”

**Assignments Due:**

- Week 13 peer comments (Wed., Nov 22<sup>nd</sup>)
- No Discussion in observance of Thanksgiving

**Week 14: Sustainability & Food Access** (Week of Nov 26<sup>th</sup>)

**Readings:**

- S&K, “Sustainability” (pp. 201-202).
- S&K, “Food Security: An Ecological-Social Analysis to Promote Social Development” (pp. 203-214)
- S&K, “The Next Industrial Revolution” (pp. 215-227)
- Howlett, Elizabeth, Davis, Cassandra, Burton, Scot, 2016. “From Food Desert to Food Oasis: The Potential Influence of Food Retailers on Childhood Obesity Rates.”

**Assignments Due:**

- Week 15 discussion question response (Fri., Dec 1<sup>st</sup>)

**Week 15: Course Wrap-Up & Looking to the Future** (Week of Dec 3<sup>rd</sup>)

**Readings:**

- Mallach, A. & Brachman, L. 2013. *Regenerating America’s Legacy Cities*. [BB]
- Leiserowitz, A. & Akerlof, K. 2010. *Race, Ethnicity and Public Responses to Climate Change*. [BB]

**Assignments Due:**

- Week 15 peer comments (Wed., Dec 6<sup>th</sup>)
- Final Contemporary Urban Issue Paper (Wed., Dec 6<sup>th</sup>)
- Quiz #6 (Dec 6<sup>th</sup> – Dec 8<sup>th</sup>)

**Week 16: Exam Week** (Week of Dec 10<sup>th</sup>)

**Assignments Due:**

- Final Exam (Wed, Dec 13<sup>th</sup> – Dec 15<sup>th</sup>)

***This syllabus is subject to amendment throughout the semester; please check BlackBoard for updates as they occur.***