



UST 302: Contemporary Urban Issues

Section 503

Online

Fall Semester, 2017

Cleveland State University

Maxine Goodman Levin College of Urban Affairs

Department of Urban Studies

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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.

Course Requirements

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).

Technology Requirements

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.

This course also uses **digital media**. You will need to create a CSU Library PIN in order to watch films on "Kanopy" and "Films on Demand." URLs will be provided for films that are not available through the library.

Course Expectations

All students are expected to participate in online discussion, to complete all readings, and to submit assignments on or before the date they are due. Your success in this class is dependent on these factors.

This course will integrate components of mini-lectures, critical readings, online discussion, and academic writing. All students are expected to participate in the discussions. It is important to remember that you will be required to read the assigned material prior to completing assignments.

What Students can expect from Me:

- Clear communication of course learning objectives.
- Availability and openness to students concerns.
 - ♦ Email is always the best way to reach me. If you ever have questions or concerns please contact me in advance and give me at least 24-hours to respond on weekdays. I may be slower to respond during weekends and university holidays.
- Timely Response to emails and online discussions.
 - ♦ Because this is an web-based course I will commit to answering emails within 24-hours; Discussion posts and other activity feedback within 72-hours. Sending more than one email within this time frame will not yield a quicker response.

What I expect from You:

- Active Online Participation
 - ♦ Although there is no “attendance” in the online class setting, in order to be successful students must maintain an active online presence. I recommend making a commitment to “logging-in” *at least 3* times a week to check announcements, download materials, and submit assignments. This will help you to stay engaged in the online course.
- Professional communication with instructor and classmates.
 - ♦ I will use email and the Blackboard system to communicate with you this term. (By default BB is set to use your CSU email address) Please be sure to check your email and the BB announcements page frequently.
 - ♦ Professional/formal etiquette must be used at all times when communicating and interacting in the online forum. Students should refrain from using informal speech, slang, broken English, short-hand text lingo/emoticons (☺, LOL, jkjk), etc.
- *****Proactive and Self-Disciplined Learning*****
 - ♦ Because this is an online class, more so than in a traditional classroom, you must truly take ownership of your learning. I will commit to providing you all of the resources needed to succeed, but you will need to commit to disciplined independent study habits in order to compensate for the lack of interactional face-time.

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
Syllabus Quiz	2.5%	3-Sep
Introduction Post	2.5%	3-Sep
Film Questions	5.0%	24-Sep
Mapping my neighborhood	12.5%	8-Oct
Quizzes	20.0%	9/17; 10/15; 11/5; 12/3
Interview Minute Log	12.5%	29-Oct
Cont. Urban Issues Paper	20.0%	14-Dec
Draft 1 (Research Question)	5.0%	17-Sep
Draft 2 (Abstracts)	10.0%	15-Oct
Draft 3 (Literature Review)	10.0%	12-Nov
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”

- 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.
- 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.

Syllabus Quiz (2.5%)

During the first week of the term, students are required to navigate the Blackboard classroom and to thoroughly review the syllabus and course schedule. After you complete this, you will need to take the “Syllabus Quiz” (located in the Module 1:Week 1 folder). You can take the quiz an unlimited amount of times until you answer all questions correctly. This assignment will serve as confirmation that you have read and familiarized yourself with the expectations for UST 302 online.

Introduction Post (2.5%)

Also during Module 1: Week 1, student will be required to write a short introductory post on Blackboard (find the forum by clicking Discussion Board). Guidelines posted online.

Mapping my Neighborhood (12.5%)

We will learn about 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, students will analyze Census and American Community Survey (ACS) data for your home town. A short written assignment will be due on October 8th.

Module Quizzes (20%)

The course includes four quizzes, one for each module. Quizzes will be posted to Blackboard and *must be submitted on time* (Sundays at midnight). Quizzes may contain multiple-choice, true/false, matching, and/or short answer questions. No make-ups allowed.

Interview Minute Log (12.5%)

During Module 3, in order to help inform your final essay, students are required to conduct at least one brief interview (~30 minutes) with an individual who is personally effected by your topic of interest. Using gentrification as an example, this can include someone who does professional work on urban development, someone who lives in a gentrifying area (either as newcomer or oldtimer), a professor who does research on gentrifying areas, a business owner in a gentrifying.

After conducting the interview, you must complete a “minute log” which is a form of *selective transcription* (more details on BB). Students should include excerpts from interviews in the final paper.

Film Question (5%)

After watching the documentary film *The Pruitt-Igoe Myth* (on Kanopy), students are required to complete a short questionnaire. More details will be available on Blackboard.

Contemporary Urban Issue Research Paper Guidelines (45%)

Part 1 Draft (5%): Due Sunday, 9/17 at 11:59pm

Part 2 Draft (10%): Due Sunday, 10/15 at 11:59pm

Part 3 Draft (10%): Due Sunday, 11/12 at 11:59pm

Final Paper (20%): Due Sunday, 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 (draft: ~ 2 pages; final: ~ 3-4 pages)
- (2) Part 2: Identify Primary Research Studies and Possible References
- (3) Part 3: Literature Review Chart
- (4) Final paper: an abstract, introduction, literature review & conclusion (~8-10 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. Cities and Technology
2. Eviction
3. Environmental Justice and Sustainability
4. Food Deserts
5. Gentrification
6. Integration and Diverse Neighborhoods
7. Urban Crime
8. Urban Education

PART 1: PROBLEM DEFINITION (Due at the end of Module 1, Sunday 9/17)

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, select a topic and restate it as a once sentence research question. In a few sentences following the research question, address your estimate of the 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: IDENTIFY PRIMARY RESEARCH STUDIES AND POSSIBLE REFERENCES (Due at the end of Module 2, Sunday 10/15)

- Locate abstracts to papers containing original research, using a database of scholarly abstracts (available through CSU's library).
- Narrow the search to the topic chosen in Part 1.
- Since not all abstracts are to papers with original research, students need to learn how to distinguish such papers from ones without original research.

Find 10 abstracts (of articles) related to your topic or question and decide whether each of those abstracts refers to a paper based on primary research. Write down your reasons for identifying an abstract as being to a paper containing primary research, or not.

Be sure to start very narrow and slowly broaden your search. The online databases (including Google Scholar) are massive, so use key terms that are explicitly related to your topic. For instance, if you are writing your paper on the trend of urban gardens, you should search "urban gardens" and maybe "gentrification" as key words. A search on the broader term, "food deserts," or a single term ("gentrification") will return hundreds of results many of which will be irrelevant to your topic.

To identify a primary research paper, look for certain clue words in the abstract: study, data (it can be qualitative or quantitative data), study design, survey, experiment, observations, interviews, variables, sample, analysis, findings, results, evidence. Not all the clue words need to be present in each case. Some abstracts refer to theoretical (or idea) papers, while others are reviews and syntheses of existing research. While useful, these are not the same as primary research studies.

Pick five peer-reviewed urban affairs journal articles, from the abstracts you find, that address any (a) physical causes of the problem and (b) 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 3: LITERATURE REVIEW CHART (Due at the end of Module 3, Sunday 11/12)

- 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

Provide findings, theoretical arguments, and/or methodological perspectives relevant to your research topic. You may find that you need to narrow or broaden your topic as you search.

Complete the literature review chart (more details and rubric on Blackboard). If you wish to use more than five sources in your literature review, feel free to add additional rows/columns to the chart. As you complete the chart, you will refine the research question for your final essay.

FINAL PAPER (~9-10 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; (~2 page)
- Problem definition: revised per comments on draft submission; (~1 page)
- Drawing on the literature review chart, a complete literature review. (~4 page)
 - 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 (~2 Pages)
- List of References.

The final paper should be between 9-10 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 5 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.

More detailed instructions (including a rubric) will be posted on Blackboard.

***** FINAL PAPERS DUE BY DECEMBER 14, 2017 *****

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.

**Students who utilize the writing center for the final essay can earn extra credit.*

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.

* WAC Drafts due at the end of each Module

Date	Topic	Readings, Videos, and Assignments
MODULE 1 (August 27 to September 17)		
Week 1 (Ends 9/3)	What is Urban Studies?	Readings: S&K, "Introduction: Challenges and Opportunities" (pp. vii-xii); S&K, "Demography, Geography, and Culture of Urban America" (pp. 1-3); S&K, "The Next Industrial Revolution" (pp. 215-227) Watch: <i>One Day In the American City</i> , PBS http://www.pbs.org/program/one-day-american-city Assignments: Introduction Post; Syllabus quiz
Week 2 (Ends 9/10)	Urbanization and Urbanism	Readings: "The Chicago School" (on Blackboard) Watch: "Urbanization" on Youtube, https://www.youtube.com/watch?v=DwcW12J1FFA Assignments: n/a
Week 3 (Ends 9/17)	Urbanization and Urbanism	Readings: S&K, "Into Oblivion, Cleveland, Ohio, 2006" (pp. 63-75); Anderson "Cosmopolitan Canopy" (on Blackboard) Watch: Lecture/video on Academic Writing; <i>Immigrant Cuisines and Ethnic Restaurants</i> (Kanopy) Assignments: Final Paper Draft #1 (Research Question); QUIZ 1
MODULE 2 (September 18 to October 15)		
Week 4 (Ends 9/24)	Residential Segregation	Read: Du Bois "The Environment of the Negro" (on Blackboard); Haynes and Hutchison & Gans pdf pgs 1-11, journal pgs. 374-357 (On Blackboard) Watch: <i>The Pruitt Igoe Myth</i> Documentary (Available online through Kanopy, library PIN required) Assignments: Film Questions
Week 5 (ends 10/1)	Residential Segregation	Read: S&K, "Ethnic Enclaves and Cultural Diversity" (pp. 5-17); S&K, "Poverty, Class and Race" (pp. 35-36). Watch: Assignment: n/a
Week 6 (Ends 10/8)	Measuring Urban Issues	Read: Persell "Doing Social Research" (on Blackboard) Watch: n/a Assignment: Mapping My City Assignment
Week 7 (Ends 10/15)	Measuring Urban Issues	Read: Rugh, Jacob S., and Douglas Massey. 2010. "Racial Segregation and the American Foreclosure Crisis." <i>American Sociological Review</i> 75(5): 629-651. (on Blackboard) Watch: Lecture/video tba Assignment: Final Paper Draft #2 (Peer-Reviewed Abstracts); QUIZ 2
MODULE 3 (October 16 to November 12)		
Week 8 (Ends 10/22)	Urban Change: Suburbs	Read: S&K, "Philadelphia's Space In Between: Inner-Ring Suburb Evolution" (pp. 19-34); S&K, "Beyond Segregation: Toward a Shared Vision of Our Regions" (pp. 53-58). Watch: <i>Suburban America: Problems & Promise</i> (Available for On-Campus access and off-campus through "Films on Demand" (library PIN required) http://proxy.ulib.csuohio.edu:2050/login?url=https://digital.films.com/PortalPlaylists.aspx?wid=19272 Assignment: Interviews
Week 9 (Ends 10/29)	Urban Change: Suburbs	Read: Frey, W.H. "Melting pot Cities and Suburbs"; Jackson <i>Crabgrass Frontier</i> (excerpt) (On Blackboard) Watch: Another Way of Living Documentary (Available online through Kanopy, library PIN required) Assignments: Interview Minute Logs Due
Week 10 (Ends 11/5)	Urban Change: Gentrification	Read: S&K, "Housing and Neighborhoods" (pp. 59-61); S&K, "Enclaves or Ghettos? Neighborhood Effects on Gay and Lesbian Access to City Institutions" (pp. 77-87). Watch: <i>Rezoning Harlem</i> Documentary (Available online through Kanopy, library PIN required) Assignments: QUIZ 3
Week 11 (Ends 11/12)	Urban Change: Gentrification	Read: Freeman "Gentrification" (BB article) Watch: Lecture/video tba Assignments: Final Paper Draft #3 (Literature Review)
MODULE 4 (November 13 to December 10)		
Week 12 (Ends 11/19)	Crime and Police in the City	Read: S&K, "Race and the Relevance of Citizen Complaints against the Police" (pp. 101-115). Watch: <i>P.S. I Can't Breathe (Black Lives Matter)</i> (Available online through Kanopy, library PIN required) Assignment: n/a
Week 13 (11/26)	NO CLASS Thanksgiving	-
Week 14 (12/3)	Cities and Education	Read: S&K, "Education and Urban Schools" (pp. 117-123); More TBD Watch: Lecture/video tba Assignment: QUIZ 4
Week 15 (12/10)	Urban Futures	Read: n/a Watch: Lecture/video tba Assignment: n/a

*** FINAL PAPER DUE 12/14 ***