

Contemporary Urban Issues
UST 302 [506]
Undergraduate Program
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Syllabus

This is an online upper level undergraduate course that addresses the black/African American experience in American cities. (Conceptually, black is a racial identification and African American an ethnic one. The latter will be used in the course and cover both aspects.) The course focuses on how current issues directly and indirectly affect African Americans. To understand both the issues and their outcomes, history as well as contemporary analysis will be examined.

The course satisfies the General Education requirement for the *African American Experience*, GenEd 08, and the skill areas of *critical thinking* and *information literacy*. In addition, the course also fulfills the *Writing across the Curriculum* requirement. Information on all these requirements are available on the CSU website and in later sections of the **Syllabus**.

Focus

African American experiences in the American city is the primary concern of study. Capturing this experience requires a comprehensive overview of the urban outcomes and the dynamics of American society generally. In addition, the course will examine how academics and other researchers have viewed this experience, in particular researchers in the field of Urban Studies and related fields.

Scope

The course focuses on current outcomes in American cities. Primarily, the focus is on the larger cities and the metropolitan complexes in which they are often embedded. Though a significant number of African Americans live in rural and small towns, the course looks at the larger urban experience for the most part.

Course Procedures

The course uses Blackboard for all content. The student is responsible for learning and using Blackboard. If you are not familiar with Blackboard you are strongly suggested to consult the help and other files as well as videos for information. The information on the Cleveland State website can be found at [Tools for Blackboard](#). Specific information is in the section *Technical Requirements* below. Information is also on the homepage, the page you login to, about all the ways to learn Blackboard. By the end of the first week Blackboard should be invisible for you; that is, you should be able to navigate the system easily and concentrate on your purpose rather than worry about Blackboard.

At the start of each week a mini-video lecture will be available. An accompanying PowerPoint may also be available. You may find these useful to watch and to think about the content. You can ask questions about the content either as a Course Message or a

post in the Course Inquiry Discussion Forum. Use the latter for questions whose answers would be useful to other students and the former for more personal type questions. Doing the reading and watching the video timely will be of great benefit. These are important as experience with online courses, both personally and institutionally, discloses that many students have serious problems with the online experience, including a higher failure rate. This can be avoided by staying current with course requirements and consulting the available tools about Blackboard. **Doing assignments timely is critical as it is difficult to catch up as assignments are sequential.** Use the link in the first paragraph of this section to access information available from the Center for Elearning at CSU.

The course has a **Final Examination** which will be available the week of final examinations. This will be a multiple choice examination and once started will be timed. It must be completed within the stated time. The section of the **Syllabus** titled *Assignments and Dates* lists all assignments by the date they are due. Following this *section* is a *section* listing course topics and due dates by each week. Finally, there is a calendar on Blackboard with all this information.

There are five (5) required **Discussions**. These discussions are organized around questions for the topics the discussions cover. The Discussion Forum for each question will be opened from a Thursday to a Tuesday. At midnight Tuesday the Forum will close. Be sure to post timely while the Forum is available. The questions will be in a document titled **Web Assignments** on the homepage. Succeeding assignments will be added to the document at the appropriate date. Comments on completed assignments will also be added to the document. These comments will clarify and add to the learning from the specific discussion.

A student must post at least twice for each Web Assignment. You can post more than twice and all posts will be included in the grading. One post must be a substantive response to the question or questions asked and the second a substantive response to the post of another student. These discussions are graded on the quality of the analysis displayed in the responses. Length of response is not an important criterion and an overly long response often demonstrates a lack of focus. Think about the question and the response to which you are replying before you post.

Two other discussion areas will also be available. One will be for general questions about the course. Post any questions you have about the course where the answer may be useful to other students. If your question is specific to you use the Course Message Tool. The tool is similar to E-Mail and you can send a message to any student in the course as well as the professor. You can send a test message to the professor if that helps you learn the tool. The other Discussion Forum is for discussing current affairs. Here we can talk about the national politics, foreign affairs, local politics, etc. The professor may post but only as a participant. The Forum is not graded.

If you do participate in the current affairs discussions, you will do so in a professional manner. You will be civil in what you write, thoughtful in what you

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express and evidence oriented in evaluation. Personal opinions and untested ideologies are red flags that tell the world that you are not an educated person or even ready for serious work in the “real” world.

Each student will also write a **Think Paper**. The **Syllabus** has more details about Think Papers in a *section* below. A Think Paper is a short thought experiment type of essay on a topic related to the focus of the course. A Think Paper is to be two (2) to three (3) pages, one inch margins and double spaced. In a Think Paper you analyze the topic, looking at it from a perspective or perspectives that illuminate it for you.

You may submit a draft of the **Think Paper**. **The draft is an option, not a requirement.** The draft will be graded and returned with comments stating why the grade. You may redo the **Think Paper** if you are not satisfied with the grade. If you are satisfied with grade, you have completed the assignment.

Each student will write a **Book/Movie Review** on a book or movie listed in the *Reading List for Book Review Selection Section* and *Movie Section* of the **Syllabus**. The **Book/Movie Review** will be from four (4) to six (6) pages in length. More details about **Book Reviews** are in a *section* below, *Learning from Books and Movies*. The main section of the **Book/Movie Review** will focus on what the book means for African Americans in particular. There is an *Urban Classics* bibliography at the end of the **Syllabus**. Relevant books from this list may be reviewed also. **Check with the professor before selecting from the Book or Movie lists.** You may also select a book or movie not on the lists with the approval of the professor. Any movie or book not listed needs the approval of the professor. Whether you select from the List or obtain instructor approval for a book or movie not on the list, be sure to send your selection to the professor via a course message.

You select a book by sending your selection to the professor by a Course Message. A *List* of what books and movies have been selected will be posted on the homepage. The first student to request a particular book or movie gets the selection.

A **draft** of the **Book/Movie Review** is **required**. This will be graded and returned. If the grade is satisfactory, you need not complete a final version. The grade on the draft will be the grade for the assignment. If you don't find the grade of the draft satisfactory, you may submit a final version by the due date. **Failure to submit a draft will have ten (10) points subtracted from the grade of the Book/Movie Review.**

Each student will write an **Urban Analysis Paper**. This will be a paper in APA style format and ten (10) to fifteen (15) pages in length. The paper will examine an urban problem and specifically note how it affects African Americans. More details on this paper is in a separate *section* below. **The APA format is required** and information about it is on the homepage.

An Outline of the **Urban Analysis Paper** is required. The Outline should list the section headings and describe in a few sentences the content of each section. The sections should be in a logical order that develops the argument of the paper. The outline must list at least five (5) references that will be used for the paper. Ten (10) percent of the grade of the **Urban Analysis Paper** will be allocated to the outline.

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You select a book by sending your selection to the professor by a Course Message. A *List* of what urban analysis topics have been selected will be posted on the homepage. The first student to request a particular topic gets the selection.

All papers shall be double-spaced with one inch margins and use a 12 point font. No pdf files will be accepted. You can use any word processor for any of the assignments. **Late papers lose points.**

A **Power Point Summary** of the **Urban Analysis Paper** will be posted on Blackboard the week before the paper is submitted. The summary should have no more than six (6) slides including a title slide with the name of the student on it. A reference slide is not necessary. Every student will have access to the Power Point files and thus all of the student research done in the course. The PowerPoints will be in a folder on the homepage with the name of the student removed. The PowerPoints will be very useful information for understanding the dynamics of cities and how they affect African Americans. As these will be available the week before the paper, students will have time to read them for potential use in the paper and the **Final Examination**.

Learning Outcomes

An attentive and participating student should have the following capabilities by the conclusion of the course.

1. Understand the nature and process of science;
2. the utility of a scientific perspective for understanding the world;
3. the ability of use scientific concepts in the “real” world;
4. the knowledge needed to understand scientific and professional literature;
5. dissect and critique data, with both quantitative and qualitative analysis;
6. able to write at a professional level and address different audiences;
7. conceptually know American urban development, and
8. most importantly, keen awareness of urban dynamics in contemporary life with particular attention to the African-American experience..

These outcome hone student skills in information literacy, especially outcomes 3, 4, 5 and

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6; critical thinking is facilitated by understanding and applying scientific concepts to urban analysis; writing is the visible demonstration of critical thinking and students are required to write critical analytical papers, such as a Think paper that applies concepts to an event or process and a final urban analysis on a significant urban event, person or process. The writing is extensive and satisfies the WAC requirement. More specific information on these course components are in the following *section*.

General Education Statement

This course is approved as a General Education 08 course meeting the requirements for The African American Experience. It meets the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include 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 themselves 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 the distinguishing aspects of the African-American experience.

Skill Area: Critical Thinking Criteria

1. This course requires that at least 15% of the student's grade in the course is based on an evaluation of critical thinking.
2. 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 to solve a problem).

Skill Area: Information Literacy

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

Writing Across the Curriculum Criteria

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

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages,

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double-spaced, in 12-point font, with 1” margins) in writing assignments (which may include drafts).

2. Final versions of at least one assignment should total at least 2,000 words (eight pages).

3. The course teaches 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 will be included in class assignments.

4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.

5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide:

<http://www.ulib.csuohio.edu/research/vrd/citations.html>; or go to the APA website, <http://www.apastyle.org/>

6. There will be writing assignments throughout the semester.

7. The course will address the needs of students regarding library competency.

8. 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 the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

Technology Requirements

You are responsible for managing your technology for this class.

This course requires the use of BlackBoard, as well as word processing software and **Adobe Reader**. It may also require the use of multimedia player such as **QuickTime** or Windows **Media Player** or relevant Windows 10 video app.

1. TECHNICAL REQUIREMENTS

Review “technical requirements” and “getting started with BlackBoard” from the *Start Here section* from the Course Homepage. In addition to the hardware, operating system, and internet requirements posted on that page, you will also be required to open various documents as PDF files.

› If you don’t have **Adobe Reader**, download it for free from <http://www.adobe.com/products/acrobat/readstep2.html>. Note that if you don’t deselect

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the Optional Offers, that is, the McAfee and Intel programs that are listed under that heading, they will be downloaded to your computer.

› You will need a word processing program, such Word, WordPerfect. Open Office, Libre Office, etc. Note as a student at CSU, you have access to Office 365 Plus at no additional charge. See <http://www.csuohio.edu/messaging-services/office-365-proplus> for more information.

2. BROWSER CHECK

Most difficulties encountered by students using BlackBoard relate to the internet browser (Mozilla Firefox, Internet Explorer, etc). To prevent this, be sure to check your browser using the technical requirements from the start here folder.

3. STUDENT TUTORIALS

If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the Blackboard YouTube Channel. See https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos/Student_Videos for more information.

4. ADD YOUR PHOTO AND PERSONAL INFORMATION

You can edit your profile in the current version of Blackboard Learn via the Global Navigation Panel in the upper right hand corner of the application window. See https://www.youtube.com/watch?v=J_aZCVQYSj0&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU&index=10

5. NEED HELP?

Cleveland State University has live technical help for Blackboard Learn available 24/7! Students and faculty can get help around the clock by via email, chat or phone. To access, see <https://www.csuohio.edu/center-for-elearning/technical-support>
Forget your password? Contact the CSU Call Center via phone (216-687-5050). Call Center hours vary during the academic year.

[This section of the **Syllabus** provided by Caryn Lanzo, Director, Center for Elearning, CSU]

Research Resources

The Reference Librarian of any library can be a big help with all types of research projects. This is particularly the case with research libraries such the Cleveland Public Library and the Michael Schwartz Library here at CSU. At the CSU Library, Diane Kolosionek is the Librarian for Urban Studies and is very helpful. Her phone number is (216) 802-3358. You can schedule an appointment with Diane by going to <http://library.csuohio.edu/services/librarians.html>

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Note that the Cleveland Public Library is also a research library. They have excellent collections on Cleveland and Government Documents. The reference librarians there offer exceptional service. Moreover, there is a Public Administration Library in Cleveland City Hall on the first floor. This is a part of the Cleveland Public Library and specializes in materials for practicing public administrators. The hours of the Public Administration Library are those of City Hall so it is open only during the working hours of weekdays.

Textbooks and Readings

The required textbook is listed below and available in the CSU Bookstore. All other required readings will be available on Blackboard. If a reading has no author listed, the professor is the author. Many of the publications by the professor are in the form of handouts.

Wendy Kellogg, **The 21st Century American City: Race, Ethnicity and Multicultural Urban Life** (2nd Edition)

Grading

Graded papers will be returned to students with comments in the file. Papers may be submitted in any word processing format. No pdf files will be accepted! Comments will be enclosed in brackets, []. Thus, if you search the paper for a left bracket ([), you will find all the comments.

Comments in the body of the paper react to specific statements, from questioning the validity to congratulating for an insight. Comments at the end of the paper detail why it received the grade it did. Comment [ww] indicates the wrong word was used and [sp] indicates a misspelling. Half a letter grade is deducted for bad grammar and incorrect word usage.

The final grade will be based on total points earned out of a possible 500 points. The table below notes the maximum points each assignment earns and what percent it is of the course grade. The scale at the bottom of the table notes how many points for each grade. Your grade will be calculated on Blackboard so you can check your progress.

Required Discussions (5)	50 Points Total (10%)
Each Discussion	10 Points (2%)
Think Paper	50 Points (10%)
Book/Movie Review	100 Points (20%)

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Urban Analysis Paper Outline 15 points

Urban Analysis Paper 135 Points (30%)
(Includes Power Point File)

Final Examination 150 Points (30%)

For purposes of calculating the final course grade, the number of points are divided into the grades. The course uses plus and minus grades. Note a grade of C- will be a grade of C for the course.

467 – 500 = A; 447 – 466 = A-; 432 – 446 = B+; 412 – 431 = B; 397 – 411 = B-; 382 – 396 = C+; 362 – 381 = C; 347 – 361 = C-; 297 – 346 = D; 296 and less = F.

Office Hours

As an online course, the function of office hours is fulfilled in two ways. For personal concerns, use the Course Message Tool. Send the professor a message as quickly as you can if you encounter any issues or concerns. The professor will respond within 24 hours. For more general concerns, use the Course Inquiry Discussion Forum. The professor will post a response within 24 hours. If the professor does not respond within 24 hours send a course message as a reminder.

Learning from Books and Movies

Reading a book is reading a mind. A classic book is a "recorded mind" that has seen and is sharing a new world. Thus, to understand effectively a book one must be able to stand in the shoes of the author. Good movies are visual books, recording the mind of the writer and director.

Whether you select from the List or obtain instructor approval for a book or movie not on the list, be sure to send your selection to the professor via a course message.

You select a book by sending your selection to the professor by a Course Message. A *List* of what books and movies have been selected will be posted on the homepage. The first student to request a particular book or movie gets the selection.

Carefully reading the Preface is an effective way to ascertain the author's purpose. Most authors briefly summarize what they are trying to do and some even why they did it. Similarly, watch for a statement at the beginning or end of a movie that may note why the Director and Producer made it. Many movies on DVD/Blu-ray have extras that may talk about why the movie was made.

Once you grasp the purpose, note the names and order of the chapters. In a movie note the sequences of action. The perspective and overall view of the Director/author is disclosed by chapter order and content. (This is why some DVD's and blu-ray talk about a

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“Director's Cut.”) Similarly note subsections within chapters/movements within a scene and how these relate to the scene/chapter. Finally, note how the Director/author explains people and events. Does she see these as outcomes of human action? If so, how does she explain human action? Does she capture the psychology as well as the sociology, that is, the thoughts that prompt action as well as the social setting of the actor? What role is assigned chance? Does her outcomes appear to follow logically her causes?

When analyzing a book that involves research, be sure to identify the following. These, along with the information above, should be incorporated into a well written narrative.

- (1) Discuss the primary issue(s) addressed in the book;
- (2) Identify the research question or hypothesis the author presented;
- (3) Indicate the author's thesis or primary argument;
- (4) Identify the segment of the population primarily affected by this issue;
- (5) Indicate the social context or setting within which the issue occurs;
- (6) Discuss the current status of public policy relative to the issue presented in the book;
- (7) Discuss the type of analysis, if applicable, conducted in the study [i.e. quantitative (statistical) or qualitative (interviews)];
- (8) What type of data the author used to support his position;
- (9) Discuss notable quotes and/or data/information presented in the book;
- (10) The author's conclusions, recommendations, and the policy implications;
- (II) Your critical analysis of the author's work;
- (12) Supporting evidence for your position.
- (13) Conclusion on what the book means for African-Americans

By using the above criteria, you should be able to understand and critique any author intelligently. Reading time should be reduced while comprehension increases. Who knows, you may even write a book yourself someday.

For a movie, you can analyze the overall organization of scenes. How did the Director interpret key characters? Do the characters act consistent over scenes? How do characters represent their positions or cultures? Are the interpretations and actions consistent with how activities occur in a city? Finally, how does the movie see urban dynamics and the effects on African-Americans?

Writing an Urban Analysis Paper

For this paper, a student will select a major event, person or issue and analyze its/his/her dynamics. The focus is on how the issue plays out in city life and how it affects citizens, particularly African Americans. In the paper, sources must be cited according to the APA format. At least five (5) sources must be cited that are from relevant literature not used in the course. Do not cite **Wikipedia**; you can use **Wikipedia** to help find sources. Always cite the original sources.

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Two useful sources for general information are the **Encyclopedia Britannica (EB)** and the **Oxford English Dictionary (OED)**. The former is available as home software at a relatively low cost as well as an online subscription. Though the home software option stopped a few years ago, all of the history, philosophy and other types of information with relatively timeless content, is still valid. Don't use other Encyclopedias as they do not use scholars to write the materials. All the articles in the **EB** are written and signed by respected scholars. **OED** traces the roots and origins of all words used in the English language. The knowledge of the roots can be very insightful as why labels and words are used to describe a phenomenon as well as illustrate how it is perceived. Perception is how information is processed and the processing is the root of knowledge. Thus fields of study such as Urban Studies develop distinctive perceptions for the study of phenomena. As a student you need to understand these perspectives.

Whether you select from the List or obtain instructor approval for a topic not on the list, be sure to send your selection to the professor via a course message.

You select a topic by sending your selection to the professor by a Course Message. A *List* of what topics have been selected will be posted on the homepage. The first student to request a particular urban analysis topic gets the selection.

For example, race is a critical concept in the study of cities. Learning how this is defined illuminates how race is perceived and thus studied scholarly. The study can help understand how race is perceived generally, that is, how researchers in Urban Studies look at it and the consequences of such perceptions.

The following are examples of topics for an urban analysis. Others can be selected with the consent of the teacher.

1. Urban Education policy, such as No Child Left Behind
2. Hip Hop versus Civil Rights generations
3. Healthcare reform and urban medical services
4. Poverty and the working poor
5. Digital divide and effects of technology on race and class
6. Economic segregation
7. Housing policies, such as the mortgage crisis and policy responses
8. Diversity and relationships among classes and races

Writing A Think Paper

A think paper takes one of the concepts developed in the course and applies it to a different situation, a student's own experiences, etc. It is not a research paper and requires no extra reading. No footnotes and references are needed. Rather the conceptual material encountered in the course is applied or critiqued, that is, analyzed in terms of its utility for understanding urban, and particularly minority, life. In essence, the paper is an opportunity to re-conceptualize the city, some of your or your family's past, current concerns, dynamics in a diverse Republic, etc. For example, you can think about why

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some neighborhoods are well kept while others, with home owners of similar economic status, are less well kept. Another topic is why certain locations are more prestigious than others even if the homes in the former are not as nice or spacious as in the latter.

You need to use concepts and theories to avoid “conventional wisdom.” Conventional wisdom is what people accept as a conclusion with little or any evidence to support it. Often no thought is even applied; people just accept a statement as valid. An educated person questions any conclusion and examines why it was reached. Applying concepts and theory determines what evidence is needed to support a conclusion.

For example, streets in one neighborhood may be better maintained than in another neighborhood. The neighborhood with the less maintained streets may have a majority of black residents and the neighborhood with the better maintained streets a majority of white residents. On the surface, the disparity in street maintenance appears racially based. However, it may reflect that nature of the streets, that is, how the streets are classified for purposes of maintenance. Streets that are state and/or national routes may have additional funding for maintenance. Thus, the classification of the street may drive some of the outcome.

Note that the disparity may still be seen as discriminatory. Analysis has two (2) stages or components. One is descriptive and examines what factors work to create a particular outcome. In the example above, street classification relates to available funding for maintenance and thus streets that may seem similar may have different levels of care. This descriptively states why the disparity occurs.

To determine if the disparity is discriminatory, value analysis is needed. This type of analysis applies norms to assess the “goodness” of the situation. Descriptive analysis finds “what is” and normative analysis assesses “what should be.” Normative analysis should only be performed after a situation is descriptively understood. An educated person can lay aside values while analyzing descriptively. Normative analysis is then done if the descriptive analysis is adequate, that is, explains what is. Uneducated people tend to be normative in orientation and do little preliminary descriptive analysis. They lack the tools – frameworks, theories and concepts – for doing effective descriptive analysis. The tools for analysis, both descriptive and normative, are the primary benefits of a liberal arts education.

Hints at Effective Study

In all too many cases students waste considerable time and effort in study. (Students who do not study are irrelevant.) The waste is inexplicable given that students pay, or borrow, a minor fortune to attend college. Fortunately, effective study does not require a major change in the time spent for most students and, in fact, for many it will mean a decrease in time spent at study.

The first skill for effective study is to learn how to read. The section above deals with that topic. The second skill is to learn to think conceptually. Conceptualization is organizing

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reality according to some basic categories. A student with this skill can readily comprehend a new "thing" by placing in the context of other things. (Note that many philosophers, most notably Immanuel Kant, found the organization of the world to result from categories in our minds. Thus, how well we categorize determines how successfully we cope with the world. Such categories of the mind are concepts.)

An example of a concept is an economy. Learning is not assigning names in a rote fashion; rather it is using the concept to explain things. Economy means there is an incentive system, a set of rewards and punishments for action. Thus, one can attempt to explain actions of people by how they perceive and act within a system of incentives; that is, the type of economy they experience. Economists believe that people will do only those things for which they receive adequate rewards. Furthermore, people will engage in relationships only because they expect to receive sufficient value from the interaction. Therefore, an economic perspective explains the "why" of human behavior with the use of concepts relevant to an incentive system.

In a course, the key to easy learning is to grasp the purpose of the course and how the lectures and the readings relate to the purpose. Purpose in this sense is similar to the theme of a musical piece or literature. In essence, a course should argue (in a technical sense) that a phenomenon can be understood best by a particular perspective and demonstrate why that is so. By understanding the purpose and grasping the relations among the lectures and the readings, a student can quickly put any specific bit of information into a useful pattern. This makes new material easy to understand as its place in the pattern can be determined.

More importantly, all that one needs to remember is the pattern. This avoids getting lost with facts, seeing only trees and not the forest. Finally, learning to conceptualize should make daily life more understandable.

Ideally, you should be able to "see" a different world than when education started. If this is not happening in this or any other course, be sure to ask questions until you can grasp the pattern and organize the facts. You have a "live" professor (presumably; at least on most days even if remotely connected) so that you can ask questions and engage in a dialogue. Take advantage of that situation.

Honor Code

The Urban Studies Program does not have a formal Honor Code. Often, a program requires students to sign such a Code which details the ethics that should guide behavior of both Faculty and students. Any questions about the Code should be asked prior to engaging in any behavior that one thinks may be under its provisions. The Professor will enforce an Honor Code that includes but is not limited to the following:

1. Each student shall treat all students and their opinions with respect.
2. Each student shall diligently complete all assignments.

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3. A student shall do his or her own work. Any work taken from others will be correctly footnoted and acknowledged.
4. All problems with any aspect of the class or with any other student shall be reported to the Professor in a timely fashion.
5. The Professor shall clearly state course goals and how these relate to educational goals.
6. The Professor shall treat all students in a similar and just fashion, varying any treatment to meet course goals and/or the specific needs of a student.
7. The Professor shall timely return all assignments, complete with explanation of why they received the grades they did.
8. The Professor will answer all relevant and appropriate questions in a timely fashion and even be available to meet with students.

Punishment for failure to comply with the above provisions will be fair, formal and clear. In the case of rule 3, conscious plagiarism, the unacknowledged use of another's materials as one's own with the intent to do so, a second violation **will result in an F for the course**. The grade of F is recorded as a zero (0) points for the specific assignment. The punishment reflects the nature of the crime; it is repugnant to personal, academic and professional integrity.

Assignments and Dates

Availability of Blackboard Saturday, 19 August

Start of Semester Saturday, 26 August

First Discussion – 7–12 September

Think Paper, draft, due Monday, 11 September (optional submission)

Think Paper, two to three (3) pages, one inch margins, double spaced, due Monday, 18 September

Second Discussion – 21-26 September

Third Discussion – 12-17 October

Book/Movie Review, draft, due Friday, 20 October

Book/Movie Review, four (4) to six (6) pages, one inch margins, double spaced, due Monday, 30 October

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Fourth Discussion - 2-7 November

Last Day to Withdraw from the Course, Friday, 3 November

Urban Analysis Paper, Outline, with five (5) references, due Monday, 13 November

Fifth Discussion – 16-21 November

Power Point Overview of Urban Analysis Paper, six (6) slides including a Title Slide with the name of the student on it, due Monday, 27 November

Urban Analysis Paper, ten (10) to twelve (12) pages, one inch margins, double spaced, due Monday, 4 December

End of Class Sessions Fall Semester, Friday 8 December

Final Examination Open, 9-15 December

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Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody. Jane Jacobs

Topics and Due Dates by Class Dates

First Week – 28 August - Introduction, Overview and Topic 1

Second Week – 4 September - Topic 2

First Discussion – 7 – 12 September

Third Week – 11 September - Topic 3 - Think Paper Draft due – 11 September

Fourth Week – 18 September - Topic 4 – Think Paper due – 18 September

Second Discussion – 21-26 September

Fifth Week – 25 September - Topic 5

Sixth Week – 2 October - Topic 6

Seventh Week – 9 October - Topic 7

Third Discussion – 12-17 October

Eighth Week – 16 October - Topic 8 – Book/Movie Review Draft due – 20 October

Ninth Week – 23 October - Topics 9 and 10

Tenth Week – 30 October - Topic 11 – Book/Movie Review Due – 30 October

Fourth Discussion - 2-7 November

Eleventh Week – 6 November - Topics 12 and 13

Twelfth Week – 13 November - Topic 14 -Urban Analysis Outline – 13 November

Fifth Discussion – 16-21 November

Thirteenth Week – 20 November - Topics 15 and 16

Fourteenth Week – 27 November – Topic 17 – PowerPoint Slides due – 27 November

Fifteenth Week – 4 December – Topic 18 – Urban Analysis Paper due – 4 December

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Final Examination Open – 9-15 December

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Order of Study

Part I: Background Theory

Topic 1 – Paradigms, Concepts and Theories

Readings

Science: Process and Substance

Siddhartha Mukherjee, **The Laws of Medicine: Field Notes from an Uncertain Science**, excerpts

Daniel J. Wilson, **Science, Community, and the Transformation of American Philosophy, 1860-1930**, Chapter 1

Topic 2 – Complexity and Dynamics

Readings

Complex Systems: Introduction and Overview

John Holland, **Hidden Order**, Preface and Chapter 1

Topic 3 – Numbers, Statistics and Life at the Beach

Readings

Graham Kalton, **Introduction to Statistical Ideas**, Chapters 1 and 2

Part II: Governing the City

Topic 4 – Governing American Style

Readings

Basic European Philosophies at the Time of the Founding of the Colonies and their Derivatives

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Philosophical Structure of American Government

David C. Perry and Lawrence F. Keller, *Public Administration at the Local Level: Definition, Theory and Context*, Chapter 1 in Richard D. Bingham et al, **Managing Local Government: Public Administration in Practice**

Wendy Kellogg, **The 21st Century American City**, Introduction and Chapter 4 (Swetkis) (hereinafter Kellogg)

Topic 5 – State Government, Local Governments and the City

Readings

Kellogg, Chapter 1 (Guest and Kwong; Green and Lee)

Units and Types of Local Governments

John Brennan and Lawrence F. Keller, **Governance of the Metropolis**

Gerald E. Frug, **City Making: Building Communities without Building Walls**, Chapter 1 [Hereinafter Frug]

Topic 6 – Forms of Local and Municipal Government

Readings

Forms of Municipal Government

Lawrence F. Keller and Sylvester Murray, *Governing the Administrative City: Leadership and Management in the Contemporary City*

Topic 7 – Citizens, Interests and Policies

Readings

Kellogg, Chapter 7 (Kellogg and Mathur)

Lawrence F. Keller, *Leadership and Race in the Administrative City: Building and*

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Maintaining Direction for Justice in Complex Urban Networks, in George C. Galster and Edward W. Hill, **The Metropolis in Black and White: Place, Power and Polarization** [Hereinafter Galster and Hill]

Part III: Public Policies

Topic 8 – Infrastructures

Readings

American Society of Civil Engineers, **2017 Report Card for America's Infrastructure** (Read the Executive Summary and sections of interest) [The **Report** can be accessed via a link the Topic 8 folder in the Readings Folder on Blackboard.]

Topic 9 - Education

Readings

Kellogg, Chapter 5 (Sleeter; Beck)

Robert N. Bellah, Richard Madsen, William M. Sullivan, Ann Swidler and Steven M. Tipton, **The Good Society**. Chapter 5, pp. 145 - 165

Topic 10 – Housing

Readings

Kellogg, Chapter 3 (Katz; Kane and Hayslett and McCall)

Peter Marcuse and W. Dennis Keating, *The Permanent Housing Crisis: The Failures of Conservatism and the Limitations of Liberalism*, in Rachel G. Bratt, Michael E. Stone, and Chester Hartman, eds., **A Right to Housing**

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Topic 11 – Healthcare

Readings

Kellogg, Chapters 6 (Fixico; Frumkin) and 8 (Kaiser)

Topic 12 – Social Order

Readings

Kellogg, Chapter 4 (Dunn)

Sylvia L. Thrupp, *The City as the Idea of Social Order*, in Oscar Handlin and John Burchard, eds., **The Historian and the City**

Topic 13 – Economic Development

Readings

William Bridges, **Job Shift: How to Prosper in a Workplace without Jobs**, Preface and Chapter 1

Jane Jacobs, **The Economy of Cities**, Chapter 4

Topic 14 – Energy and Utilities

Readings

Kellogg, Chapter 7 (Kellogg and Mathur)

Roy L. Nersesian, **Energy for the 21st Century: A Comprehensive Guide to Conventional and Alternative Sources**, Preface and Chapter 1

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Part IV: Outcomes and Community

Topic 15 – Citizens and Politics

Readings

Kellogg, Chapter 7 (Dreier)

Robert Bellah et al, **The Good Society**, Introduction

Topic 16 – Citizens and the Economy

Readings

Kellogg, Chapter 2 (Johnson; Orfield)

Jeremy Rifkin, **The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era**, Introduction and Chapter 1

Topic 17 – Citizens and Social Equity

Readings

Lawrence F. Keller, *Race and the American City: Living the American Dilemma*, Chapter 18 in Galster and Hill

Topic 18 – Citizens and the Future

Readings

Kellogg, Chapter 8 (Lovins and Lovins)

Frug, Chapter 3

Jon C. Teaford, **The Metropolitan Revolution: The Rise of Post-Urban America**, Chapters 6 and 7

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Movie Selection List

Blackboard Jungle
Boyz n the Hood
Do the Right Thing
Lean on Me
Malcolm X
Muhammad Ali: Made in Miami
No Way Out (1950)
Precious
Slavery by Another Name

Check websites that list movies; one of the most useful is the Internet Movie Database which is located at: www.imdb.com

Another website is Art Official Media LLC. Though the company is more of a publishing concern it does list its top urban films. Check the following:
<http://www.artofficialmedia.com/top-50-urban-films.html>

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Robert V. Presthus, **Men at the Top**
Carl Rowan, **Breaking Barriers**
Wallace Sayre and Herbert Kaufman, **Governing New York City**
Arthur M. Schlesinger, **The Rise of the City**
Russell Shorto, **The Island at the Center of the World: The Epic Story of Dutch
Manhattan and the Forgotten Colony that Shaped America**
Lincoln Steffens, **The Shame of the City**
Wilbur R. Thompson, **A Preface to Urban Economics**
J. D. Vance, **Hillbilly Elegy: A Memoir of a Family and Culture in Crisis**
A. J. Vidich and Joseph Bensman, **Small Town in Mass Society**
Richard C. Wade, **The Urban Frontier**
Sam Bass Warner, **Street Car Suburbs
, The Private City**
Adna F. Weber, **The Growth of Cities in the Nineteenth Century**
Morton and Lucia White, **The Intellectual Versus the City**
William H. Whyte, Jr., **The Organization Man**
William O. Winter, **The Urban Polity**
Robert Wood, **Suburbia**
Frank Lloyd Wright, **The Living City**
Richard Wright, **Black Boy**
Harvey Zorbaugh, **The Gold Coast and the Slum**

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