CLEVELAND STATE UNIVERSITY  
SPRING SEMESTER 2010  

Contemporary Urban Issues UST 302 Section 505  

Time: Tuesday, 6:00 – 7:50 pm  
Instructor: Dr. Ronnie Dunn  
Office: Urban Affairs Building, Room 314  
Classroom: Urban Affairs Building, Room 40  
Telephone: (216) 687-5494  
E-mail: r.dunn@csuohio.edu  
Office hours: Mon. & Weds., 2 – 4 pm, Tues., 9 – 11:30 am or by appointment  

Course Description:  

This course examines the physical, social, and economic dimensions of the urban crisis with an emphasis on minority communities in general and African Americans in particular. We will explore the dynamics of race and class in American cities. An interdisciplinary approach will be used to study contemporary issues such as poverty, education, politics, and race and the criminal justice system, with a particular focus on the issue of racial profiling.  

General Education Requirements:  

This is an African-American Experience course that fulfills the General Education Breadth of Knowledge Skill Area requirements in Writing, Writing Across the Curriculum (WAC), and Information Literacy.  

Course Objectives:  

The purpose is to provide students with scholarly and practical skills. By participating in the course, the student is expected to gain a better understanding of:  

Issues and challenges to urban America  
Public policy and politics relevant to race and ethnicity  
Appreciation of diversity  
And enhanced writing, research, critical thinking, and analytical skills through writing assignments and a final paper.
Course Requirements:

This course will consist of readings, presentation of online lectures, viewing audiovisual materials, written assignments, and (tentatively) guest lectures. Because the course is web-based, the interaction and discussion of issues presented in the class will primarily occur online. Therefore, it is imperative that students taking the course are familiar with computers and the Internet and readily have access to both. Students are expected to complete the assigned readings and assignments, as well as participate in the online group discussions. Exams will be based on material from each of these sources. Completion of assignments and participation in online activities are necessary to do well in the course.

WAC Requirements:

In order to earn WAC requirements each student must complete writing assignments equivalent to 3,000 to 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1” margins). Students must write an 8-10 page (2000 word minimum) book review of one of the supplemental readings assigned in this course. This paper must be written at a minimum of a “C” skill level. However, if your writing is weak, yet you demonstrate an understanding of the course material and meet all other course requirements, you may receive at least a “D” grade, but will not receive WAC credit for the course. A preliminary draft of this paper will be submitted and feedback will be provided by the professor. You should make the appropriate revisions prior to submitting the final paper. This paper must be typewritten or word-processed in double-spaced format. Papers must conform to the Manual of Style of the American Psychological Association. Grammar and spelling will be graded.

Book Review Guide

Students’ papers should discuss the book’s subject matter and provide a critique of the author’s work. You should ensure that the following items are addressed in your book review. However, these items should not read like items on a checklist but rather should be incorporated into a fluid narrative discussing the book. These are the minimal requirements that should be included in your papers.

1. Discuss the primary social issue(s) addressed in the book.
2. The research question or hypothesis?
3. The author’s thesis or primary argument?
4. The segment of the population primarily affected by this issue?
5. The setting or social context within which the issue occurs?
6. The current status of public policy regarding the issue?
7. The type of analysis conducted in the study? E.g. Quantitative (statistical) or qualitative (interviews).
8. The type of data the author uses to support his position?
9. Notable quotes and or tables.
10. The author’s conclusions, recommendations, and the policy implications.
11. Your critical analysis of the author’s work.
12. And supporting evidence for your position.
Written Assignment Evaluation: Evaluation of student papers is based on the following criteria:

1. **Focus** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.
2. **Development** – Incorporate quotes, paraphrases, examples, inferences, reasoning, and opinions to support your hypothesis.
3. **Organization** – Is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?
4. **Style** – Style relates to the sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for an upper level college assignment?
5. **Mechanics** – Refers to the punctuation, spelling, and grammar. **Students should make sure they proofread their paper prior to submission.** Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words. Spell-check your work!

Information Literacy:

*Information Literacy skills* requires that students address the ethical and legal uses of information. Plagiarism may result in the student receiving a failing grade for the piece of work involved. At times you may want to quote, or state directly, what an author has said. Remember to set off quotations in quotation marks and to document them according to the style you are using. If you derive your paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons: (Thomas 1999; Hamilton 2004; Franklin 2006). Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of the author’s words or ideas. Paraphrasing adds weight to your arguments. Where possible maintain the intent of the original passage, or if synthesizing the work of several authors use the style indicated above.

For students with difficulty writing it is suggested that you utilize the Writing Center located in Main Classroom 321. You may submit your work to the plagiarism detection service at [www.turnitin.com](http://www.turnitin.com) to ensure the legal and ethical use of other’s work. Please contact the Writing Center Director if you need assistance using this service (m.murray@csuohio.edu, extension 6982).

Class Assignments:

Students are responsible for responding in writing to questions related to the assigned readings for each week. Responses to each question should be between 150-200 words in length. Assignments are to be submitted through Blackboard under the *Assignments* link and are due by 6 p.m. of the following Tuesday that the readings were assigned e.g. responses to questions for readings from the week of January 19th are due on January 26th. The book review draft and final paper are to be emailed to the professor’s Blackboard email account on the due dates stated in the syllabus.
In that the class addresses “contemporary” urban issues, students should stay abreast of local and national current events relative to the subject matter by reading the newspaper and listening to the news regularly. Students should consult various media outlets in order to obtain a broader perspective on issues.

**Late assignments will be penalized.** Each day that an assignment is late 1/3 of the points for the assignment will be deducted from the final grade for that assignment. Points will not be given for assignments more than three (3) days late.

**Grading:**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Family History</td>
<td>5%</td>
<td>100 – 90</td>
<td>A</td>
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<tr>
<td>Weekly class assignments</td>
<td>20%</td>
<td>89 – 80</td>
<td>B</td>
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<tr>
<td>Midterm and final exams (20% each)</td>
<td>40%</td>
<td>79 – 70</td>
<td>C</td>
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<tr>
<td>Book review draft</td>
<td>10%</td>
<td>69 – 60</td>
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<tr>
<td>Final book review</td>
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**Class Schedule:**

While the majority of the class activities will take place online, there are three scheduled in-class sessions during the semester. The first class and two additional class sessions will be held in class (see course outline below). Students are expected to attend each of these sessions and attendance will be taken.

Two guest lecturers will tentatively be scheduled during two of the in-class sessions. The dates will be announced via Blackboard email once the speakers are confirmed. Students are required to attend these sessions. Any changes to the schedule will be posted.

**Required Text:**


**Readings on Electronic Reserve**

Articles provided by the instructor are on Electronic Course Reserve (ECR).

**Supplemental Readings:**


OR

Students have the option of choosing either of the supplemental readings for their book review, and should attend class before purchasing the supplemental reading. Both books should be available in the campus bookstore. Both books will also be on reserve in the main library on campus.

**Course Outline and Reading Schedule**

**January 19:** *In-class session*

- Introduction to Course
- Course overview
- View video: 40th Anniversary of March on Washington
- *Obama Campaign Speech on Race*
- Article (ECR): *30 Years after Kerner Report, some say racial divide wider*

**Assignment:** Family History – Write a brief two-page family history. Discuss your family’s place of origin, racial/ethnic background, where your family immigrated or migrated from, and what brought them (or yourself) to the Greater Cleveland area. Discuss family member’s occupations and aspirations. Interview older family members for information on your family’s history (to the extent possible).

**January 26:**

- Historical View of Race Relations (Blackboard)
- Article (ECR): *White Privilege Shapes the U.S.*
- *Kellogg,* Introduction: Challenges and Opportunities;
- Article (ECR): *How the Media Compound Urban Problems*
- Chapter 1: Changing Demographics in the American City;
- IAT Exercise: Go to the website [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/), read the instructions and take the racial preference test. Please record your test results on the Blackboard discussion page. (Do not be too upset by your test results, we all very likely harbor some racial preferences that we are unaware of or may not be comfortable acknowledging.)

**February 2**

*Kellogg,* Chapter 1:

- The Development of Ethno-Racial Muslim Communities in the U.S. (Isaksen Leonard);
- Ethnic Enclaves and Cultural Diversity (Guest and Kwong)

**Family History due**

**February 9**

*Kellogg,* Chapter 2:

- Disentangling Poverty and Race (Johnson);
- Black Picket Fences: Privilege and Peril among the Black Middle Class (Pattillo-McCoy)
- Plight deepens for black males (Blackboard)
- Article (ECR): *Middle Class Blacks are Their Brother’s Keeper*
February 16

Kellogg, Chapter 3:
Urban Governance Institutions; Immigrants, Blacks, and Cities (Jones-Correa);
A Cross-Cultural Framework for Understanding Gangs: Multiple Marginality and Los Angeles (Diego Vigil and Yun)

February 23

Kellogg, Chapter 3:
Racial Profiling: Driving While Black in Cleveland (Dunn)
View Change in the Police Department/Racial Profiling (ECR digitized video)
Articles (ECR): Tale of Two Roads reveals Racial Divide; Traffic Tickets for One and All; More questions after police study (Brett); Changing the Police Paradigm (Price); Cleveland officials mum on racial profiling (Baird); City police stop blacks more often, study says (Vinella & Perkins); Follow-up traffic study (Editorial); and Data show Cleveland Police target blacks (Dunn);

Cleveland police always justify using force (Baird); Issues still surround use-of-force probes (Baird); Patrolman ranks high in using force on suspects, complaints from citizens (Baird); and Justice is not colorblind, white officers say (Nichols)

Guest lecturer: Commander Deon McCaulley, commander of Community Policing for the Cleveland Police Department (Rm. 40 unless announced otherwise).
Midterm review posted

March 2

Midterm Exam online

March 9

Kellogg, Chapter 2:
Housing Policy and the Crisis of Affordability in the Southwest (Diaz)

March 16

Kellogg, Chapter 4:
Introduction and 50 Years After Brown v. Board of Education: The Promise and Challenge of Multicultural Education (Zirkel and Cantor);

March 23

Guest lecturer: Civil Rights Attorney, James Hardiman, lead counsel of Cleveland School Desegregation Case
In-class (Rm. 40 unless announced otherwise).
Kellogg, Chapter 4:
Hip-Hop Generation vs. Civil Rights Generation: The Challenge of Afrocentric Reform (Ginwright); Native American Education in Chicago: Teach Them Truth (Beck)
March 30
Kellogg, Chapter 5: Cities as Mosaics of Risk and Protection (Fitzpatrick and LaGory);
Book review drafts due

April 6
Kellogg, Chapter 5:
“My Children Need Medicine” Health Care and Illnesses (Fixico)

April 13
Kellogg, Chapter 5:
Environmental Justice and Information Technologies: Overcoming the Information-Access Paradox in Urban Communities (Kellogg and Mathur)
Book review drafts returned

April 20
Kellogg, Chapter 6:
Pulling Apart: Economic Segregation among Suburbs, and Central Cities in Major Metropolitan Areas (Swanstrom et. al.)
IAT Exercise: Retake the racial preference test and compare and post your results on the discussion board. Note any changes in your results and your feelings regarding your results.

April 27
Kellogg, Chapter 6:
Telecommunications and the Future of Cities: Debunking the Myths (Graham)
Book review due

May 4
Final Exam Review

Final Exam
Tuesday, May 10th, exam will be available online between 5 -7:30 pm

*The schedule and assignments may change at the discretion of the instructor.
GUIDELINES FOR FOCUSING ON LEARNING
IN ON-LINE CLASS DISCUSSIONS

1. Be open-minded and don’t feel compelled to always be right. Welcome others’ thoughts and opinions as a way to better understand the potential limitations of your own assumptions and an opportunity to grow. It is a good thing to have others think differently than you.

2. If the instructor has posted multiple part questions, make sure that you respond to each part when posting your message.

3. Put yourself in the shoes of the person with whom you are communicating. Make sure that you send a message that will be understood in the manner that you intended. Remember that what we intend to say, and how someone else perceives what we say, often differ. In successful communication, the two are one and the same.

4. Use personal statements like “I” rather than “you…”

5. Clarify first what was said before you challenge someone, e.g., “If I understand you correctly, you believe…”

6. Don’t avoid discussing difficult or sensitive issues. Deal with them courageously without lapsing into superficial politeness that avoids healthy debate.

7. Think through your response before you type it on the discussion board. It may even help you to type it out in “Word” first (using spell-check when necessary!!) and then cut and paste it (avoids typos too!)

8. Remember, once you post a message, it cannot be retrieved so make sure that the language you use is appropriate.

Adapted from CIIS Intro to Transformative Leadership, Petty Perris, and by Wendy Kellogg’s adaptation of a CSU division of Minority Affairs and Community Relations and the Department of Human Resource Development and Labor Relations workbook.
Using BlackBoard at CSU

1. Login to BlackBoard, [http://www.csuohio.edu/elearning/blackboard/](http://www.csuohio.edu/elearning/blackboard/). Use your CampusNet ID and password. Once logged in, you will see the course in your account.

2. USE THE CHECK BROWSER FUNCTION IN BLACKBOARD (Upper right corner of screen in BlackBoard). This will step you through the process to ensure that your browser is compatible with BlackBoard. You may have to install some things such as Java. The browser check up also requires that you enable java, enable cookies, and disable pop-up blockers for BlackBoard sessions. Again, complete the browser check up and you should be in business. It will save you a lot of grief down the road.

3. If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the Ask eLearning knowledge base. A link is provided from the BlackBoard login page. [http://www.csuohio.edu/elearning/blackboard/](http://www.csuohio.edu/elearning/blackboard/).

4. Technical help is available from the CSU call center. Email call.center@csuohio.edu or call 216.687.5050.

**RESOURCES FOR STUDENTS:**

[http://urban.csuohio.edu/courses/](http://urban.csuohio.edu/courses/)
[http://www.csuohio.edu/elearning/blackboard/index.htm](http://www.csuohio.edu/elearning/blackboard/index.htm) - check out student faqs and tutorials
[http://askelearning.csuohio.edu](http://askelearning.csuohio.edu)
TROUBLESHOOTING/TECHNICAL HELP:

1. Students who need technical assistance should first consult the Ask eLearning knowledge base at: http://askelearning.csuohio.edu. Students can search the knowledge base for relevant articles and submit general technical support questions.

Questions submitted to the Ask eLearning knowledgebase are answered daily during normal business hours. Students can generally expect a response in less than one business day. Questions can be submitted 24 hours a day for response during the next business day.

2. For urgent or specific problems, students who need technical support can contact the Call Center via phone (216-687-5050), the web (https://fseml1b.csuohio.edu/WebProbl.nsf), or email (call.center@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response.

The Call Center will either resolve the problem or submit a help ticket to the Center for eLearning. eLearning students should receive a response to help tickets either next business day for items submitted after 3 pm or the same business day for items submitted before 3 pm.

Call Center hours vary during the academic year. Consult the Call Center web site http://www.csuohio.edu/ist/callcenter.shtml for specific hours of operation.

3. Students can also access Blackboard Tutorials and other help documents. Consult the Ask eLearning knowledgebase or look for links on the blackboard login page.

Course CONTENT related questions should be directed to your instructor.
Cleveland State University: Urban Studies Computer Labs & Hours

Location
Urban Rooms 39 and 40, Lower Level.

Information
UR 40 is the primary student computer lab with 33 stations. UR 39 is a teaching lab with 16 stations and is also used when UR 40 is overloaded. Every urban student has an active account within the computer labs. You must be a student of the Urban College in order to use the labs. The labs are PC based with a Windows 2000 operating system. Both labs have an overhead LCD projector for instructional use.

Lab hours for summer are:

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<th>Day</th>
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<tr>
<td>Monday-Thursday</td>
<td>9:00 a.m. - 10:00 p.m.</td>
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<tr>
<td>Friday</td>
<td>9:00 a.m. - 5:00 p.m.</td>
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<td>Saturday</td>
<td>9:00 a.m. - 5:00 p.m.</td>
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<td>Sundays</td>
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