CLEVELAND STATE UNIVERSITY
SPRING SEMESTER 2010

Contemporary Urban Issues  UST/PSM 302 Section 1

Time:  MWF, 9:45 – 10:50 a.m.
Instructor:  Dr. Ronnie Dunn
Office:  Urban Affairs Building, Room 314
Classroom:  Urban Affairs Building, Room 107
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Office hours:  MWF, 9 a.m. – 9:40 a.m., M, 2 – 4 p.m.,
T, 9 – 11 a.m.

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:

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

African-American Experience Criteria:

1. This course will have a primary focus on the contemporary experience of African-Americans and maintain the perspectives, experiences and/or achievements of African-Americans themselves as central to the course (a historical approach is acceptable if it leads to an understanding of the contemporary situation).

2. This course will provide students with knowledge of how the respective discipline studies and analyzes the African-American experience.

3. This course will provide students with a theoretical and/or 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. This course will designate that at least 15% of the student’s grade in the course is based on an evaluation of information literacy

2. This course will require students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.

3. This course will require students to address the ethical and legal uses of information.

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 you arguments. Where possible maintain the intent of the original passage, or if synthesizing the work of several authors use the style indicated above. Plagiarism may result in the student receiving a failing grade for the piece of work involved.

For students with difficulty writing it is suggested that you utilize the Writing Center located in Main Classroom 321.

Students with Disabilities:

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.
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, lectures, viewing of audiovisual materials, written assignments, and guest lectures. Students are expected to complete the assigned readings and assignments, as well as participate in class discussions. Exams will be based on material from each of these sources. Completion of assignments and participation in class are necessary to do well in the course.

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 will require students to write between 3,000 and 5,000 words (10-20 pages, 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 will 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.

4. Students will be assigned writing complex enough to require substantive revision for most students. The students are 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 will provide 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.

**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!**

**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 due in-class on the following Monday that the readings were assigned e.g. responses to questions for readings from the week of January 25th are due on February 1st. Copies of each assignment should be handed in in-class on the due date. However, if you are unable to attend class on that date your assignment may be turned in via the Assignment Drop-box in Blackboard by 10:50 a.m. of the due date without penalty. Any assignments turned in after this time will be penalized for being late. The book review draft and final paper are due on the stated due dates (there is no 3-day grace period for these assignments). **Please do not forward class assignments to the professor’s CSU email account.**

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 news (either in the paper or online) and listening to the news regularly. Students should consult various media sources 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 weekly assignments more than three (3) days late.

**Grading:**

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<td>Family History</td>
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<td>Weekly class assignments</td>
<td>20%</td>
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<td>Midterm and final exams (20% each)</td>
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<td>Book review draft</td>
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<td>Final book review</td>
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**Class Schedule:**
Students are expected to attend class and attendance will be taken. Two guest lecturers will be scheduled during the semester. Students are required to attend these sessions. Any changes to the schedule will be given in class.
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

Week of January 18 – 22

Introduction to Course
Course overview
View video: 40th Anniversary of March on Washington; Obama Campaign Speech on Race.3
Article (ECR): 30 Years after Kerner Report, some say racial divide wider; and White Privilege Shapes the U.S. (Jensen)

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).

Week of January 25 – 29

Historical View of Race Relations (provided by professor)
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/, read the instructions and take the racial preference test. Please record your test results for discussion in class. (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.)

View video: The N Word: Divided We Stand

**Week of February 1 – 5**

*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 Feb. 1st**

**Week of February 8 – 12**

*Kellogg, Chapter 2:*
Disentangling Poverty and Race (Johnson);
Black Picket Fences: Privilege and Peril among the Black Middle Class (Pattillo-McCoy)

Article (ECR): *Race and Extreme Inequality* (Muhammad)

**Week of February 15 – 19**

*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)

**Week of February 22 – 26**

*Kellogg, Chapter 3:*
Racial Profiling: Driving While Black in Cleveland (Dunn)

View video: *A Pattern of Suspicion* and (ECR digitized video) Change in the Police Department/Racial Profiling

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)*

*In-class session (Rm. 107)*

**Guest speaker: Commander Deon McCaulley, Cleveland Bureau of Community Policing**

**Week of March 1 – 5**

Midterm review

*Midterm exam, March 5*
Week of March 8 – 12
Kellogg, Chapter 2:
Housing Policy and the Crisis of Affordability in the Southwest (Diaz);  
Article (ECR) Wright, The Subprime Swindle: How Banks Stole Black America’s Future

Week of March 15 – 19  
Spring Recess

Week of March 22 – 26
Kellogg, Chapter 4:  
Introduction and 50 Years After Brown v. Board of Education: The Promise and Challenge of Multicultural Education (Zirkel and Cantor);  
Article (ECR) Steinberg, Chapter 7: Turning Back to Desegregation (Orfield)  
Guest lecturer: (tentatively) Civil Rights Attorney, James Hardiman, lead counsel of Cleveland School Desegregation Case

Week of March 29 – April 2
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)

Week of April 5 – 9
Kellogg, Chapter 5: Cities as Mosaics of Risk and Protection (Fitzpatrick and LaGory);  
Book review drafts due April 6th

Week April 12 – 16
Kellogg, Chapter 5:  
“My Children Need Medicine” Health Care and Illnesses (Fixico)

Week of April 19 – 23
Kellogg, Chapter 5:  
Environmental Justice and Information Technologies: Overcoming the Information-Access Paradox in Urban Communities (Kellogg and Mathur)  
Book review drafts returned

Week of April 26 – April 30
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.
Week of May 3 – 7

Kellogg, Chapter 6:
Telecommunications and the Future of Cities: Debunking the Myths (Graham)
Book review due May 3rd
Paper Presentations (group panel discussions according to book selected)
Final Review

Final exam, Wednesday, May 12, 8:30 – 10:30 a.m.

*The schedule and assignments may change at the discretion of the instructor.

GUIDELINES FOR 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. 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.

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

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

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

6. Think through your comments before you state it.

7. Remember, once make a statement 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.