

**Indiana University
School of Public and Environmental Affairs
V161: Urban Problems and Solutions**

Frank Nierzwicki, AICP

Clinical Assistant Professor

Office: SPEA Room 375A

Email: fnierzwi@indiana.edu

Office Hours: 10:00AM until Noon

Wednesdays or by appointment

Spring 2019 V161 – 3843

S161 - 6014

Classroom: SPEA room 167

Classes: Tuesdays, Thursdays

11:15AM – 12:30 PM

Charlie Abbott, Secretary

Office: SPEA Room 430

Email: clabbott@indiana.edu

Phone: 812-855-4944

Robert Duchene, Graduate Assistant

Email: rduchene@iu.edu

Office Hours:

Lillian Treon, Teaching Assistant

Email: ltreon@iu.edu

Office Hours:

Course Objectives

The required textbook for this course is *Urban Society: 16th Edition*, edited by Myron A, Levine. The *Camelot Fifth Edition* by Woodworth, Gump and Forrester textbook (two chapters) the United States CONSTITUTION Amendments are posted on canvas.

This course will consist of a broad overview of the problems facing our urban areas today. Issues will be placed in historical, current and future contexts. We will review today's efforts and their effectiveness at solving these problems.

Achieving Course Goals:

By the end of this course student will be able to identify past, current and possible future urban problems facing the *United States*, and *Rest of the World* and start the analytic process in developing possible solutions for these urban areas. This class is designed for students to begin the process of interpreting data, being able to understand complex laws and regulations and finally being able to evaluate and write professional recommendations facing urban areas. We will work together in developing the required skills to be proficient in accomplishing our primary goal, identify urban problems and give realistic approaches to address these problems.

Learning Outcomes:

- Understanding of the basic urban issues and terms
- Ability to identify, review and analyze urban issues
- Ability to bring basic constitutional concepts to the decision-making process
- Ability to convey complex solutions, verbally and written, concerning urban problems

Class Structure

Each class in this course will start with the students signing the day's attendance sheet. It is against University policy for students to sign in for others. **Sign in violations by students will not be tolerated.** Attendance will start at the beginning of class on September 3rd with a hand-written form.

This course will be interactive in nature, meaning that each student is expected to be prepared for every class by completing all of the required readings. The instructor will not lecture for the whole class period; instead there will be some lecture but mostly we will have discussions and work sessions about the topics assigned for that day.

The **Learn – Pair – Share** concept will be used in this class. We will have selected classes start by having the students answering a question from the readings for the day. The students will have about a minute to write their respective responses on a 3 x 5 notecard and then discuss their responses with their partner. The discussion with the pair will last two minutes and then the instructor will ask for an oral report from selected pairs. Once the discussion is completed, the instructor will collect all of the 3 x 5 notecards.

Mini-Quiz/Attendance Concept: There will be a few classes, number to be determined by instructor, which will be a mini quiz in nature. The instructor will start the class at 11:15AM and pass out notecards to students to answer a general question from the readings. After one minute the notecards will be collected and correct answers will get one point towards their course grade (*see participation requirement*).

Instructor Background:

I am a professional certified planner, serving in the past with the State of Indiana, City of Bloomington and the Town of Ellettsville. In addition to being on the SPEA – Bloomington full time faculty, I am currently serving as the Professional Development Officer for the Indiana Chapter of the American Planning Association (APA). In this position, I work with planners throughout Indiana in the development of professional planning, administrative skills and techniques. I bring over 30 years of planning public service experience to the class; we will look at real case studies and issues. The V161 class is a “gateway” class for students considering a SPEA major as well as a University general education course. I expect this class to be motivating and possibly demanding, but I will always try to keep it interesting.

Requirements and Grading Criteria

The instruction will consist of lectures, guest speakers, and interaction with appointed and elected public officials. Student interaction will also play an important role in the overall success of the class.

The following items will account for you grade in this class:

Grading:

<u>Attendance</u> <i>(Determined before the start of Camelot)</i>	5%
<u>Reading Assignments/Homework</u> <i>(Determined before the start of Camelot)</i>	10%
<u>Class Participation</u> <i>(Determined before the start of Camelot)</i>	10%
<u>Exam I</u> <i>(October 1, 2019)</i>	10%
<u>Problem Solution Paper</u> <i>(Issue determined by student with Instructor approval)</i> Paper Due October 12th via canvas by 5PM	15%
<u>Exam II</u> <i>(October 24, 2019)</i>	10%
<u>Simulation Role Paper (Camelot paper)</u> <i>(Due November 11, 2019 by 10PM via canvas)</i>	10%
<u>Camelot Simulation</u> <i>(Journals, participation and attendance)</i> <i>Graded by 5PM December 14, 2019</i>	15%
<u>Final Exam (From 12:30PM until 2:30PM in SPEA Room 167)</u> <i>(December 19, 2019)</i>	15%
=====	
Total	100%

The Grading Scale for the Class

Score	Grade
98 – 100	A+
94 – 97	A
90 – 93	A-
88 – 89	B+
84 – 87	B
80 – 83	B-
78 – 79	C+
74 – 77	C
70 – 73	C-
68 – 69	D+
64 – 67	D
60 – 63	D-
00 – 59	F

Schedule of Class Sessions

<u>Date</u>	<u>Class Topic</u>
August 27	<i>Class objectives, class policies, and expectations from this class</i> Reading Assignment: <i>Class Syllabus</i>
August 29	<i>CONSTITUTION of the United States Part 1</i> Reading Assignment: Constitutional Amendments I-X (<i>Canvas</i>)
September 3	<i>CONSTITUTION of the United States Part 2</i> Reading Assignment: Constitutional Amendments XX – XXVII (<i>Canvas</i>)
September 5	<i>Reaching Solutions for Urban Problems</i> Reading Assignment: (<i>Canvas</i>)
September 10	<i>Section #1: Why Cities?</i> Reading Assignment: <i>Urban Society 16th Edition</i> Articles: pages 1-5 and, “ <i>City Centered Investing in Metropolitan Areas to Build the Next Economy</i> ”, www.brookings.edu/research/articles/2010/10/21-metro-economy-katz
September 12	<i>Unit #2: The Contemporary Urban Situation: the Growth, Decline and Renaissance of Cities</i>

Part 1: Reading Assignments, *Urban Society 16th Edition*
Articles pages 6 -12 and ***First Suburbs***, found on canvas, pages

September 17 **Unit #2, Part 2**
Reading Assignment: *Urban Society 16th Edition*, pages 13 – 22.

September 19 **Unit #3, Part 1: Gentrification, Globalization and the City:**
Reading Assignment: *Urban Society 16th Edition*, pages 34 – 44
And ***Pew Report on Immigration***, found on canvas, pages

September 24 **Unit #3, Part 2**
Reading Assignment: *Urban Society 16th Edition*, pages 45 - 69

September 26 **Guest Speaker – Anna Dragovich – Transportation Issues and
Unit #4 – Neighborhoods Community Development and Citizen
Participation**

Unit #4, Part 1
Reading Assignment: *Urban Society 16th Edition*
Articles: pages 79 -81 and 89 -95

October 1 **Exam 1**

October 3 **Unit #4, Part 2**
Reading Assignment: *Urban Society 16th Edition*
Articles: pages 20 – 22 and 93 -95
Camelot Roles Assigned in Class

October 8 **Unit #5 – Sprawl**
Reading Assignment: *Urban Society 16th Edition*
Articles: pages 150 - 181

October 10 **Guest Speakers (Double Attendance)**

October 12 **Problem Solution paper due via canvas by 5PM**

October 15 **Unit #6 – Poverty**

Reading Assignment: ***Pew Report – Americans Deepest in Poverty Lost more ground in 2016***

Link: <http://www.pewresearch.org/fact-tank/2017/10/06/americans-deepest-in-poverty-lost-more-ground-in-2016/>

and watch two videos

<https://www.cbsnews.com/video/1960-harvest-of-shame/>

<https://www.cbsnews.com/news/harvest-of-shame-50-years-later/>

October 17

Unit #7 – Policing and Crime

Reading Assignment: *Urban Society* 16th Edition, pages 130 -141
And PEW Report: “1 in 100 [Behind Bars in America]” on canvas.

October 22

Unit #8 – Schools and Education

Reading assignment: *Urban Society* 16th Edition, pages 96 – 120
And *Indiana Public School Funding – Choice Scholarship Program* found on canvas

October 24

Exam #2

October 29

Section #9 – “Rodney King, Charlottesville and Public Shaming: The State of Social Media in Today’s World”

Please watch the following videos before class and be prepared for a *mature* discussion on this topic

Rodney King

<https://www.cnn.com/videos/us/2017/04/28/rodney-king-la-riots-25th-anniversary-viral-tape-orig-nccorig.cnn>

Charlottesville Protest (2017)

<https://www.youtube.com/watch?v=RlrcB1sAN8I>

Public Shaming - Jon Ronson TED video

<https://www.youtube.com/watch?v=wAIP6fI0NAI>

October 31

Section #10 - The Future of Cities and Suburbs: The United States and the World

Reading Assignment: *Urban Society* 16th Edition, pages 230 - 240

November 5

Camelot Prep. Lecture – Question and Answer Session

Suggested Readings: Woodworth Section II (copies found on reserve with Camelot roles posted on canvas.

November 7

Lecture Topic – Chosen by students

November 12

Camelot – Day 1

Agenda posted on canvas

- November 14 **Camelot – Day 2**
Agenda posted on canvas
- November 19 **Camelot – Day 3**
Agenda posted on Canvas
- November 21 **Camelot – Day 4**
Agenda posted on canvas

November 26, 28 Thanksgiving No Class

- December 3 Camelot Summary

December 5 Guest Speakers

- December 10 S161 Class Presentation**

- December 12 Final Review (optional)

December 19 Final Exam 12:30 PM – 2:30: PM in SPEA Room 167

Assignments:

Attendance – You are expected to attend class sessions. Attendance will be taken starting **September 3, 2019**. The classes scheduled for October 10th, December 5th will count double for attendance. These lectures will have outside speakers or will include a class summary. ***In order to get full points for attendance, you are expected to arrive on time and stay for the entire class.*** Per university guidelines, any student who will have a university-sanctioned absence for an extracurricular activity must see me in advance of the absence.

Attendance grades will be calculated as follows: students may miss ***up to two classes or one double attendance class*** and still receive full credit for their attendance grade. ***Missing three unexcused classes will have your grade fall to 90% and afterwards, each additional class missed will result in a 7.5% deduction from the attendance grade.***

Since students should be able to keep track of their own attendance grade, the score will not be updated on canvas until the Camelot class sessions begin. ***Students who have questions or concerns about their attendance, or need to provide documentation for an excused absence should contact Teaching Assistant Lillian Treon at ltreon@iu.edu***

Participation—Students are expected not only to attend class sessions, but also to be active participants. I have seen that students who are more involved during class often achieve better outcomes on exams, papers, and it is an important part of the learning process.

Participation will be graded on a baseline system from students' attendance grade. The rationale is that a student cannot participate if they do not come to class; therefore, participation is linked to attendance. Notecard questions, which will happen randomly throughout the

semester, will be taken in consideration on “close” final grade rounding. Students will receive a point for having a correct answer or at least demonstrating an adequate understanding of the reading question. Obviously, those who are not in class or are late on notecard days cannot receive credit.

Additional participation grade points can be received by making a noted effort to be engaged in class. This may involve answering the professor’s questions, asking questions, being engaged in small group discussions, or representing your group when sharing out to the class. Clearly, there is a somewhat subjective quality to this last set of points, but the Teaching Assistants will be sitting in the front of the room noting making sure to note who participates. Since the class is quite large, it would be helpful if students could say their name when commenting in class. This will have the additional benefit of helping the Professor and Teaching Assistants get to know everyone better.

Reading/Homework Assignments – I understand that there are many competing interests for you time and attention. Therefore, to ensure that you will read and be prepared for class, you will submit answers to the electronic form, found on canvas for **seven (7) of the ten (10)** sections of the Urban Society 16th Edition required readings. Late and incomplete responses will reduce points awarded – grading rubric will be posted on canvas.

I will use this information to supplement the lecture for the day. **Assignments are posted on canvas and you need to send the reading assignments to the canvas site at before class – by 10AM local time.**

Urban Problem Solution Paper (Determined by student) – For this assignment the student must select an urban problem and write recommendations on how you think this the problem could be solved. Your paper will be graded on analysis of the issue, your creativity to approaching the problem, the clarity and quality of your writing (see writing rubric). While there is no page limit, I expect papers to be approximately four (4) pages long, not including attached material. Margins must not exceed one inch and font must be 10 or 12-point Times New Roman. Use the systematic solution worksheet posted on canvas for an idea of how you should go about determining a solution.

Extra Credit (City/Town Council Summary) – For extra credit in this class you must attend or watch the tape of a City of Bloomington City Council or an Ellettsville Town Council meeting. The City of Bloomington meetings are held the second and fourth Wednesdays of the month at 7:30 in Council Chambers. The Town of Ellettsville holds their Council meetings the second and fourth Mondays of the month at 7:00 PM in the Ellettsville Fire Station (West SR 46 about 6 miles from campus).

Students will have two opportunities for extra credit, one for the first exam and one for the second exam. By completing the City/Town Council Summary, the student could earn up to three extra points to be added on the exam one score and up to three points on the exam two score. The instructor will determine the number of extra credit points earned for each City/Town Council Summary submitted.

Webcasts can be found online at catstv.net if you do not wish to attend the meetings. Click on the “government meetings” tab at the top, then “City of Bloomington Meetings” on the left-hand toolbar. It will give a list of all meetings, so make sure to choose one named “Bloomington City Council or Ellettsville Town Council.”

The extra credit summary will be based on analysis of the issue, your creativity to approaching the problem, the clarity and quality of your writing. While there is no page limit, I expect most papers to be approximately two (2) pages long, not including the attached agenda. Margins must not exceed one inch and the font must be 10 or 12-point Times New Roman.

Exams – Some of the exam questions will come directly from the lecture and will not be found in any of the assigned materials; others will come from the material but not covered in class. The exams will be comprised of multiple-choice questions. **The final exam will be comprehensive in nature.** You will have the entire class to complete the exam. There will be no make-up exams unless there is an extreme circumstance. If such a situation arises, I need to be contacted via email prior to the exam. The student must document the situation. The instructor will decide if the reason warrants missing an exam and will give a grade of zero if it does not. The instructor reserves the right to ask different questions on any make-up exam. Students who fail to take an exam will receive a grade of zero. Studying your “*Test Your Knowledge*” forms on is a good way to study for the exams.

Simulation Role Paper – Each student in the class will be assigned a role in the *Camelot* simulation. To ensure that you understand your role and the positions that your role will take during the simulation, you must write a character profile. This paper will consist of a short summary of your character’s biography and your character’s positions on issues. Additionally, you should identify your character’s allies and adversaries in the simulation and discuss your strategy for dealing with these other characters. While there is no firm page limit, the instructor expect most papers will be approximately three (3) pages long. Margins must not exceed one inch and the font must be 10 or 12-point Times New Roman.

Camelot Simulation – Whereas science classes have laboratory sessions where students have the opportunity to apply what they learned in the classroom, historically social science course have not had that type of hands on experience. With this in mind, *Camelot* simulation will give you the opportunity to experience the urban policy process. All of the other issues discussed in the simulation will affect your character. It is expected that you will think about your role’s characteristics and based upon that and your own individual ideals voice your opinion. Your participation in the simulation will be graded.

Simulation Journal Entries – To ensure that you are getting the most out of the simulation, you will be required to maintain a *Camelot* journal. This journal must document a summary of that day simulation, the actions you took in that day’s simulation, the impact these actions had on the final decision outcome, the reasons that you think the final decision was made, and the reasons why (not your character) agree or disagree with the decision. Additionally, grading will also be based upon the thoughtfulness, clarity and quality of the response. Although we are scheduled to have five (5) simulation sessions at the end of the semester, you are only required to submit four (4) journal entries. Each journal entry is due prior to the next simulation. For example, the *Camelot* journal entry from the April 4th session will be due by April 9th at 10: AM (before start of class). While there is not a firm page limit, the instructor expects most papers will be approximately one page in length. Margins must not exceed one inch and font must be 10 or 12-point Times New Roman.

Policy Regarding Late Assignments

All assignments are due via email; ***The instructor will not accept papers/assignment/extra credit work in class.*** Alternative due dates will be granted only in the event of serious personal or family illness. All communications regarding alternative due must be via email. The instructor must get an email from you explaining the reason behind the request and you must receive from the instructor confirming your extension. In the absence of both emails, the assignment is due on the date listed in the syllabus. Late assignments will not be accepted without a penalty.

Reading Assignments – Reading assignments must be sent via email by noon on the day it is due. All assignments are to be sent to oncourse. A 10% penalty will be assessed to all reading assignments that the instructor has not received via email between 12:01 PM and 6:00 PM.

Papers and Simulation Journal Entries – Unless I have agreed well in advance to an alternative due date, I will reduce the assignment grade by a full letter grade (10%) for each day it is late. Late papers must be emailed to me. No assignments will be accepted more than two days late. ***There will be no exceptions.***

Academic Dishonesty and Civility

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Students Rights, Responsibilities, and Conduct, which can be accessed at <http://dsa.indiana.edu/Code/> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Sexual Misconduct Statement:

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the following:

The Sexual Assault Crisis Services (SACS) at 812-855-8900 (Counseling Services)

Confidential Victim Advocates (CVA) at 812-856-2469 (Advocacy and Advice Services)

IU Health Center at 812-855-4011 (Health Medical Services)

It is also important that you know that the Title IX and University Policy requires me to share information brought to my attention about potential sexual misconduct, with the campus Deputy

Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more.

Class Bias Statement:

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incident (event or comments that target an individual or group based on age, orientation, marital status or veteran status) are not appropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Report it by submitting a report online (biasincident.indiana.edu) or call the Dean of Students Office (**812-0856-7774**).

Disability Services Statement:

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing vision, neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and not retroactive; captions and alternative media for print material may take three or more weeks to get produced. Please contact Disability Services for Students at [http://disabilitiesservices@Indiana.edu](mailto:disabilitiesservices@Indiana.edu) or **812-855-7578** as soon as possible if accommodations are needed. Walk-ins are welcome 8 AM to 5 PM Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at <http://www.iu.edu/~ada/index.shtml>.

Syllabus Disclaimer

The instructor reserves the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via email about the change(s).