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

Spring 2021 V161 – 4088
S161 -4913

Classroom: Online

Classes:

Tuesdays 11:30AM – 12:45PM
Live and taped

Optional Zoom “Coffee Hour”

Office Hours
by appointment

Charlie Abbott, Secretary
Office: SPEA Room 430
Email: clabbott@indiana.edu
Phone: 812-855-4944

Lillian Treon, Teaching Assistant
Email: ltreon@iu.edu
Office Hours: TBD

Brooks Passarelli
Email anpassa@iu.edu

Textbook Required: None

Packback: Required Software $25
Packpack will send you an invitation to join via your email
Course Objectives

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

The structure is somewhat flexible in nature for this semester. I will have one class live online on Tuesdays from 11:30AM until 12:45PM. The Tuesday and Thursday classes will be taped for later viewing or for those who cannot “attend” the class during regular times. These sessions can be on the day or time set by your work group. The work groups will be assigned by the instructor by the end of the first week.

The classes will start with a short lecture, about 15 – 20 minutes, followed by a question-and-answer period about 15 minutes in length. I will then discuss your assignment for the upcoming week for about 20 minutes. The class will then have time to discuss these issues within your work groups for about 10 minutes before coming back to the whole class for a final question and answer period.

The instructor will be available via zoom or text messages during these work periods. For my sake, I will not be available between 11PM and 8AM Bloomington time. I will respond to all emails and text messages within 48 hours of your request for information. This 48-hour turnaround in answering questions will be in effect for the weekends as well.

This class will be using the Packback software program during this semester. The cost of this required program is approximately $25. The cost of the software program is the only cost you will have in this class. The instructor will provide video links, articles and guest speakers during the semester. You will be required to complete your homework/feedback via Packback. We will not start the Packback sessions until the second week after we have gone over the procedures in class. We will be providing links that will assist you in starting your Packback accounts during the first week of class.
My office hours are by appointment. I would like to have students schedule an appointment with me between 9AM and 4PM during the week. If you cannot attend these office hours, please let me know and we can make a separate appointment.

There will be *optional* “Coffee Hours” once a month on Fridays between 3:30PM and 4:30PM on zoom. These sessions will be informal and open to all my classes. We can talk a little about class, but I am really interested in giving the students a platform to socialize and maybe complain about the semester. If you do not mind, I might complain some as well! These sessions will not be taped so you can join for all, a little or none of these sessions, it is up to you.

Finally, I know this semester will be difficult and somewhat unpredictable for the campus and the country in general. I will try to make your learning experience as comfortable and rewarding as possible. We may have to make adjustments to our schedule as the semester goes along. If that does happen, I will make sure my students are involved in how these changes will be made.

**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 additions 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 your grade in this class:

Grading:

- **Class Interactions** 10 sessions, homework and Packback questions/comments during the semester

  - **Packback Homework Assignment** 15%
  - **Packback Discussion Comments** 10%

- **Exam I on Canvas**
  (February 17 -19, 2021) 10%

- **Problem Solution Paper**
  (Issue determined by student with Instructor approval)
  Paper Due March 14th via canvas by 11:59PM 15%

- **Exam II on Canvas**
  (March 25 - 27, 2021) 10%

- **Simulation Role Paper (Camelot paper)**
  (Due April 12, 2020 by 11:59PM via canvas) 10%

- **Camelot Simulation**
  (Journals, discussion, and exit - memo)
  Graded by 5PM April 30, 2021 15%

- **Final Exam on Canvas (From 7:45 until 9:45AM Online)**
  (May 4, 2021) 15%

==============================================================================
Total 100%
The Grading Scale for the Class

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<thead>
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<th>Score</th>
<th>Grade</th>
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Schedule of Class Sessions

**Week #1**

**Date** | **Class Topic**
---|---
January 19 | **Live Class Online**  
*Class objectives, class policies, and expectations from this class*  
Reading Assignment:  *Class Syllabus*

January 21 | **Live Class Online**  
*CONSTITUTION of the United States Part 1*  
Reading Assignment: Constitutional Amendments I-X *(Canvas)*

**CONSTITUTION of the United States Part 2**  
Reading Assignment: Constitutional Amendments XX – XXVII *(Canvas)*

*Videos:*  
1st Amendment:  [https://constitutioncenter.org/learn/hall-pass/first-amendment-overview](https://constitutioncenter.org/learn/hall-pass/first-amendment-overview)  

January 22 | Optional Coffee Hour 3:30 – 4:30PM

January 24 | Practice Packback Assignment due at 11:59PM

**Week #2**

January 26 | **Live Class Online**  
*Reaching Solutions for Urban Problems*  
Reading Assignment: *(Canvas)*
January 28

Class discussion among Your Group Members on Assignment
Can take place anytime during week on Packback and Zoom

January 31

Homework/Packback Comments #1 due at 11:59PM

Week #3

February 2

Live Online Class

The Contemporary Urban Situation: The Growth, Decline and Renaissance of Cities

First Suburbs, found on canvas, pages

“City Centered Investing in Metropolitan Areas to Build the Next Economy”,
www.brookings.edu/research/articles/2010/10/21-metro-economy-katz

February 4

Group discussion on Packback assignment

February 7

Homework/Packback Comments #2 due at 11:59PM

Week #4

February 9

Live Online Class

Gentrification, Globalization, and the City:
Reading Assignment:

Article on Gentrification:

Videos on Gentrification
https://www.youtube.com/watch?v=V0zAvlmzDFc
https://www.pbs.org/video/what-i-hear-gentrification/

February 11

Live Online Class

Article on Globalization
https://www.youtube.com/watch?v=JJ0nFD19eT8

Exam #1 Review

February 12

Optional Coffee Hour 3:30 – 4:30PM

February 14

Homework/Packback Comments #3 due at 11:59PM
Week #5

February 16       No Class

February 17 – 19  Exam #1 On Canvas

Week #6

February 23       Live Online Class

Reading Assignments:

Where Do We Fit in? CDCs and the Emerging Shrinking City Movement

https://shelterforce.org/2011/03/30/where_do_we_fit_in_cdc_and_the_emerging_shrinking_city_movement/

February 25       Live Online Class

and Small is Beautiful – Again

https://shelterforce.org/2007/07/23/small_is_beautiful_again/

Video:  https://youtu.be/sNsnKS5U7yw

February 28       Homework/Packback Comments #4 due by 11:59PM

Week #7

March 2           Live Online Class

Discussion on Poverty


and watch two videos.


Camelot Roles Assigned This Week

March 4           No Live Class

March 7           Homework/Packback Comments #5 due by 11:59PM
Week #8

March 9  
**Live Online Session**
**Policing and Crime**

**Reading:**
And PEW Report: “1 in 100 [Behind Bars in America]”

**Videos:**
The History of Black Lives Matter
https://www.youtube.com/watch?v=YG8GjlLbbvs

Blue Lives Matter:
https://www.youtube.com/watch?v=I3MT3_6riFY

Domestic Terrorism
https://www.youtube.com/watch?v=HTuA3uP6g4g

March 11  
**Live-Online Session**
Class Discussion on reading and videos
Exam #2 Review

March 12  
Optional “Coffee Hour” 3:30PM till 4:30PM

March 14  
**Problem Solution Paper due via canvas by 11:59 PM**

March 14  
**Homework/Packback Comments #6 due by 11:59PM**

Week #9

March 16  
**Live Online Class**
**Schools and Education**

**Reading assignment:**
And Indiana Public School Funding – Choice Scholarship Program found on canvas.

**Watch:**
The Hoosier Experiment (school vouchers)
https://www.youtube.com/watch?v=h9B2GEKQMyP

And https://www.youtube.com/watch?v=oYztfAf1Oyg
March 18  Office Hours during class time - if more time is needed, we can make appointments later in the week.

March 21  Homework/Packback Comments #7 due by 11:59PM

Week #10

March 23  Class Review for upcoming test
Camelot Discussion – see canvas for more information.

March 25 -27  Exam #2 Online - Canvas

No Packback Assignment this week!

Week #11

March 30  Live Online Class: “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

Charlottesville Protest (2017)
https://www.youtube.com/watch?v=RIrcB1sAN8I

Public Shaming - Jon Ronson TED video
https://www.youtube.com/watch?v=wAIP6fl0NAI

April 1  Group work on Packback Assignment

April 4  Homework/Packback Comments #8 due by 11:59PM

Week #12

April 6  Live Online Class
The Future of Cities and Suburbs: The United States and the World
Reading Assignment: TBD

April 8  Live Online Class
Camelot Prep. Lecture – Question and Answer Session
Suggested Readings: Camelot roles posted on canvas.
April 11  
*Homework/Packback Comments #9 due by 11:59PM*

**Week #13**

April 13  
**Live Online Class**  
*Camelot – Day 1*  
Agenda posted on canvas.

April 15  
**Live Online Class**  
*Camelot – Day 2*

April 16  
Optional Coffee Hour 3:30 - 4:30PM

**Week #14**

April 20  
**Live Online Class**  
*Camelot – Day 2*  
Agenda posted on canvas.

April 22  
**No Class**

**Week #15**

April 27  
**Live Online Class**  
*Camelot – Day 3*  
Agenda posted on canvas.

April 29  
**Live Online Class**  
*Camelot – Day 4 and class wrap up.*  
Agenda posted on canvas.

May 2  
*Homework/Packback Comments #10 due by 11:59PM*

**Week #16**

May 4  
**Final Exam: 7:45 – 9:45AM+**

**Assignments:**

**Attendance –**

*This course will not be taking attendance during the semester.* This semester the need for flexibility in delivering course instruction will be challenging but not unattainable if we all work together. We will have students in this course that may be studying abroad or may not have effective internet connections. I will work with each student to overcome these possible hurdles.
I do expect all students to complete the required course work in a timely manner. I will reduce your grades for late submission in the following manner unless you have received previous permission by the instructor. If you are late by 15 minutes to 4 hours a 10% reduction in your grade will be assessed. If you are over 4 to 24 hours late you will receive a 25% reduction in your grade will be assessed. If your work is over 24 hours late you will receive a 0% for your work. There will be homework assignments, question responses, tests to take and papers to write and each student will receive a grade for their respective work product.

**Group Work/Packback Assignments** – I understand that there are many competing interests for your time and attention. Therefore, to ensure that you will read and be prepared for class, you will submit ten (10) homework assignments and respond to the instructor’s questions via Packback. The instructor will post ten (10) weekly questions on Packback and each student shall submit one (1) response to the question and then comment on two (2) classmate comments on Packback. Late and incomplete responses will reduce points awarded – grading rubric will be posted on canvas.

The instructor will post the weekly question by each Tuesday morning by 9:00AM Eastern time. The students will have until Sunday by 11:59PM Eastern time to respond to the weekly assignment/comments via Packback. We will complete at least one class practice on this requirement before actual assignments will count towards your course grade.

**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 cats.tv.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 expects 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 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 four (4) simulation sessions at the end of the semester, you are only required to submit three (3) journal entries. Each journal entry is due prior to the next simulation. For example, the Camelot journal entry from the April 27th session will be due by April 29th 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 Packback. 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.

**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/](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.

**Note Selling:**

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course in not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty notes/study guides individual on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

**Online Course Material:**

The faculty member teaching this course hold the exclusive right to distribute, modify, post and reproduce course materials, including all written materials, study guides, lecture, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including the Dean of Students as academic misconduct.

**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 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://disabilityservices@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).