

**CLEVELAND STATE UNIVERSITY/COLLEGE OF URBAN
AFFAIRS/DEPT. OF URBAN AFFAIRS**

UST 202 CLEVELAND, PAST, PRESENT, AND FUTURE

Syllabus/Communications/Special Notes

UST 202: Cleveland, Past, Present, and Future is a four-credit course designed to explore some of the most salient economic, political, and social issues effecting the development of Cleveland for the past two hundred years, and how those forces have influenced the African American experience. Interaction with the instructor and other class members is a key component of this course.

UST 202/501: CLEVELAND, PAST, PRESENT, AND FUTURE

General Information:

Time: Fall Semester 2007; Saturday 9-12:50 a.m. (see schedule for meeting dates)

Place: UR 241

Instructor: Dr. Richard Klein

Phone: 216-802-3399

Email: Please use the email within the WebCT course for questions regarding this course.

Required Texts:

Keating, Dennis W., Krumholz, Norman, and Perry, David C., (Eds). 1995. *Cleveland: A Metropolitan Reader*. Kent OH: Kent State University Press.

Kusmer, Kenneth L. 1978. *A Ghetto Takes Shape: Black Cleveland, 1870-1930*. Chicago: University of Illinois Press.

Other pertinent information:

This is a WebCT course. You must create a WebCT account at CSU and add the course to your account in order to participate. Information on creating your account is available in this syllabus. This is not a Writing Across the Curriculum course.

Course Description and Goals:

- Explore Cleveland's evolution with special emphasizes placed on the African American experience.
- Acquaint students with some of the salient economic, physical, political, and social issues influencing modern-day Cleveland.
- Show how these various forces have shaped this city's destiny over the last two hundred years.
- Examine race relations within the city.
- How Cleveland's leadership has addressed this most sensitive issue.

Class Schedule:

- This is a WebCT. Course. For information on creating a WebCT account, see instructions at the end of this syllabus.
- Students are expected to attend the five In-Class Sessions.
- Students are expected to read the assigned materials on assigned dates.
- Students are required to attend the In-Class Sessions in UR 241.

First In-Class Session

Date of Session: August 25, 2007

Purpose: Introduction to course and introduction to using WebCT.

Second In-Class Session

Date of Session: October 6, 2007

Purpose: To assist students prepare for the upcoming Mid Term Exam

Third In-Class Session**Date of Session: October 13, 2007****Purpose: Mid Term Exam****Fourth In-Class Session****Date of Session: December 1, 2007****Purpose: To help students prepare for the upcoming Final Exam.****Fifth In-Class Session****Date of Session: December 8, 2007****Purpose: Final Exam****Exam Information:**

- Mid Term and Final exams are a combination of multiple choice and true/false questions.
- Each exam will contain 50 questions worth two points each.
- Both exams are open book and open notes.
- Mid Term exam will cover Modules 1 & 2 in the Course Schedule
- Final will cover only Modules 3 & 4.
- Final is not comprehensive only covers the second half of the course.
- Exam questions check the student's knowledge of important facts and major theories related to assigned readings.
- Students must follow the Course Schedule directly.

Attendance Policy:

Since there are no regularly scheduled classes students are required to attend the five in-class sessions and participate in the discussions/assignments posted in WebCT. Attendance will be taken at each in-class session.

Grading Policy:

Students must take Mid Term and Final exams on the proscribed dates. Failure to do so without an excused absence by the instructor means an automatic F grade. Those receiving an excused absence are expected to make up the exam as soon as possible.

Students can earn up to 260 points in this class, 100 points for each exam, 35 total points for written assignments (5 points each) and up to 25 extra credit points for attending all five in-class sessions (5 points per session). All extra credit points will be added to the final exam scores. Final grades will be determined using the following formula:

A = 234 to 260 points

B = 208 to 233 points

C = 182 to 207 points

D = 156 to 181 points

F = Below 155

Special Student Needs:

It is important that students requiring special accommodations identify themselves to the instructor at the beginning of the semester so that appropriate arrangements can be made to assist them. This applies to those students who are physically challenged, with learning disabilities, or when English is a second language.

Course Schedule Guidelines:

- This Course Schedule is the course outline.
- This Course Schedule is divided into four modules.
- Each module focuses on specific economic, political, or social trends affecting the course of Cleveland's development.
- Read the assigned materials in order before the date listed.
- Use discussion board, email, or phone the instructor if questions arise.

Module I: Initial Settlement and Early Development (1796-1850)

A. Connecticut Land Company's Venture (September 1st).

Readings for Module I, Section A

- 1) Factors prompting settlement here.
- 2) Original settlement patterns created.
- 3) Evolution of early city government.
- 4) Reminiscences by early settlers.

B. New Transportation Systems (September 8th).

Due: Discussion Assignment 1 (September 8th).

Readings for Module I, Section B

- 1) Economic problems mandate new transportation linkages.
- 2) Advent of privately owned and operated toll roads.
- 3) Experimentation with publicly owned and operated canals.
- 4) Development of privately owned and operated railroads.

C. Era of Good Feeling and West Side Development (September 15th).

Readings for Module I, Section C

- 1) Economic speculation feeds West Side Development (1806-1837).
- 2) Competition heats up between Cleveland and Ohio City (1830-1837).
- 3) The Bridge War and Panic of 1837.
- 4) Ohio City merges with Cleveland.

D. African Americans come to Cleveland (September 22nd).

Due: Discussion Assignment 2 (September 22nd).

Readings for Module I, Section D

- 1) Reform traditions and early settlement.
- 2) Reaction of white settlers to black arrivals.
- 3) Emergence of strong Abolitionism/Anti Slavery sentiment (1830s).
- 4) Role of schools and religious institutions in assimilation process.

Module II: Cleveland Comes of Age (1850-1930)

A. Changing Economy leads to New Manufacturing (September 29th).

Readings for Module II, Section A

- 1) Arrival of large numbers of ethnic groups.
- 2) Business capitalizes on local resources.
- 3) Adaptation to new production modes.
- 4) New technology impacts older Walking City.

B. Educational/Social Reform: A Search for Efficiency (October 6th).

Due: Discussion Assignment 3 (October 6th)

Readings for Module II, Section B

- 1) Local leaders promote primary and secondary education for new arrivals.
- 2) Hidden agenda behind educational push.
- 3) Settlement house movement hits Cleveland.
- 4) Development of locally-based non-profit private charities.

C. New African American Migration (October 13th).

Due: Discussion Assignment 4 (October 13th)

Readings for Module II, Section C

- 1) Factors favoring migration from South before 1910.
- 2) New economic and social opportunities emerge.
- 3) Changing racial climate (1915-1925).
- 4) Emergence of a distinct inner-city Black Ghetto.

Module III: Best Location in the Nation (1930-1970)

A. Early 20th Century Municipal Reforms (October 20th).

Readings for Module III, Section A

- 1) Municipal Reforms and 1912 Home Rule Amendment.
- 2) The Great American Experiment: City Manager Form of Government.
- 3) Impact of Ambler Realty Case.
- 4) Proposals for locally-based Regional Government.

B. Urban Planning Reaches Maturity (October 27th).

Due: Discussion Assignment 5 (October 27th)

Readings for Module III, Section B

- 1) Evolution of the Cleveland Group Plan (1903-1930).
- 2) Private Civic Vision: Terminal Tower Complex Case in Point.
- 3) Shaker Heights, Ohio: A Model of a Garden City.
- 4) Impact of Great Lakes Exposition (1936-1937).

C. The Great Depression and World War II (November 3rd).

Readings for Module III, Section C

- 1) Impact of economic devastation locally.
- 2) Keynesian Economics replaces traditional Rugged Individualism.
- 3) Cleveland's Public Housing emerges.
- 4) Prosperity Returns: World War II Impacts Cleveland.

D. New Trends after World War II (November 10th).

Readings for Module III, Section D

- 1) Factors favoring white flight to suburbs.
- 2) Housing Dynamics
- 3) Urban Renewal affects inner-city development (1949-1965).
- 4) Urban Renewal's aftermath.

E. Time of Adversity and Change for African Americans (November 17th).

Due: Discussion Assignment 6 (November 17th)

Readings for Module III, Section E

- 1) Changing role of civil rights groups here (1945-1970).
- 2) Impact of federal involvement in civil rights activity.
- 3) Growing racial tensions in city lead to Hough and Glenville riots.
- 4) New diverse community-based problems emerge.

Module IV: Rebirth of Cleveland (1970-Present)

A. Major Changes affect the City of Cleveland (November 24th).

Readings for Module IV, Section A

- 1) Local economic decline leads to city default.
- 2) The Road to fiscal recovery.
- 3) Public and private sectors form new partnerships.
- 4) Post Urban Renewal Development.

B. New Issues and Problems lead to New Leadership (December 1st).

Due: Discussion Assignment 7 (December 1st)

Readings for Module IV, Section B

- 1) Impact of emerging poverty in Cleveland neighborhoods.
- 2) Increased role of CDCs: Case Study Cleveland Housing Network
- 3) New locally based strong black political base emerges.
- 4) Regional planning starts to supplant local concerns.

How to Create your “My WebCT” Account

Step 1: (COMPUTER LAB, LEVIN COLLEGE) Log in. If you are working from home, go to step 2.

If you are in the Levin College computer lab, you will need to log in to the computer. The login and password have no relationship to your WebCT accounts/passwords. If you do not know your login and password, you can ask to use a guest account. Guest accounts are only valid for one week, so you will need to find out your lab account if you intend to work in the lab. Forms are available in the lab to request this information.

Step 2: Open Browser to <http://webct.csuohio.edu> (preferably Microsoft Explorer or Netscape Navigator)

If you have never taken a class with a WebCT component, click on “create my WebCT ID”. Fill out the online form to create your account. Please NOTE: **The WebCT login and password you fill in will be the login and password you always have to use to get into your account.**

Step 3: **THIS IS A ONE-TIME ONLY STEP**

After you have created your “My WebCT” account, you will come to your opening screen which has your name at the top. Click on “add a course”. Go to “Urban Affairs” category, “Contemporary Urban Issues, UST 202, section 501, Fall 07 (Klein)”. Click the box that says “self-register”. Return to your “My WebCT”. The link to the course will appear in the upper right hand corner of your screen.

Step 4: You are now ready to begin your WebCT course

WebCT is a web-based courseware package that can be accessed anytime, anywhere you have an internet connection. Point your browser to <http://academic.csuohio.edu/webct/> to access you're my WebCT page. Please see the connection FAQs regarding compatible browsers, and common troubleshooting tips. Some features of WebCT require users to allow pop-ups and enable java functions in browsers. For more information, see <http://academic.csuohio.edu/webct/connectFAQ.html>.

If you have any questions or problems with WebCT, please call Caryn Eucker at (216) 687-6898 or caryn@urban.csuohio.edu.