

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

**UST 202/501 CLEVELAND: AFRICAN AMERICAN EXPERIENCE**

Syllabus/Communications/Special Notes

**UST 202/501: Cleveland, Past, Present, and Future** is a three-credit African American Experience 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 local African American community. Interaction with the instructor and other class members is a key component of this course.

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**UST 202/501: CLEVELAND: AFRICAN AMERICAN EXPERIENCE**

**General Information:**

Time: Fall Semester 2008

Instructor: Dr. Richard Klein

Phone: (216) 802-3399

Email: Please use the email within BlackBoard for course-related questions. If the BlackBoard email is down please contact the instructor at the following email address [r.klein@csuohio.edu](mailto:r.klein@csuohio.edu).

**Required Texts and Special Additional Readings:**

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;

Miller, Carol Poh and Wheeler, Robert. *Cleveland a Concise History, 1796-1996* Bloomington, IN: Indiana University Press, 1997..

There are other additional readings available through Electronic Course Reserve (ECR) which is accessible through the CSU Library's Home Page.

**Some Research Tips to Consider:**

Do not hesitate to use other non-assigned sources in researching your homework assignments. An on-line course such as this one affords the student the opportunity of doing a great deal of additional in-depth research free of the constraints of standard lecture-based courses. Don't forget to cite all additional sources used.

Please remember, the more thorough the answers to the homework assignment, the better the potential for a higher grade. General answers with no substantial analysis will receive minimum credit.

The six homework assignments take the place of traditional in-class exams. This means there are no exams or required class sessions in this course. The student's final grade will be determined by the total points accrued for the six assignments.

Each question in an assignment contains a series of follow-up questions. These additional questions are intended to keep the student focused. They are not to be answered individually but rather included as part of the overall answer.

These homework assignments also provide a way for the instructor to see how the student is doing regularly and to make recommendations for improvement when appropriate.

This evaluation process is done in place of classroom interaction.

**Other Pertinent Information:**

This is a BlackBoard course. You must login to BlackBoard at CSU in order to access the course and participate. Information on BlackBoard is available in this syllabus.

**General Education Requirements:**

This African American Experience course fulfills one of the CSU, General Education, Breadth of Knowledge categories. Skill areas emphasized include: Critical Thinking and Writing. It also is a Writing Across the Curriculum (WAC) course.

### **Course Description and Goals:**

- Explores Cleveland's evolution over the past two centuries with special emphasizes on the African American experience.
- Investigates crime, demographic changes, economic developments, political struggles, poverty, and new planning initiatives to see how these issues have impacted the African American community.
- Examines issues of race and racial discrimination from an empirical perspective.
- Introduces relevant literature on racially-related issues impacting the black community.

### **Writing Requirements: This is a Writing Across the Curriculum (WAC) Course**

- Students are expected to complete all homework assignments on the assigned dates.
- Each assignment must be at least 2 ½ pages in length totaling (5,000 words).
- Grades based on content, analysis and insight, detail, grammar, and punctuation.
- Students will receive feedback (grades, comments, and suggestions for improvement) via the course management system email function).
- Students also are expected to complete a 4,000 word (15 pages, double-spaced, 12-point font, with 1" margins) paper on an issue related to race or racial discrimination in Cleveland's African American community.
- The first draft of the paper, due the 10<sup>th</sup> week, will be returned on the 11<sup>th</sup> week with grammatical and punctuation corrections and other scholarly suggestions for improvement.
- The final draft of the paper, submitted on the 12<sup>th</sup> week, will be graded and returned on the 14<sup>th</sup> week.
- To get a grade of C or better, a student must write at a satisfactory level (C or better).
- Failure to do so means a grade below C and no WAC Credit. .

### **Critical Thinking:**

- Homework assignments consist of analytical questions related to specific subjects.
- Students will then analyze information collected and determine question answers.
- Students are expected to research homework questions and find pertinent information.
- Term papers focus on issues related to race or racial discrimination in Cleveland.
- Students are expected to examine current and past trends in their term papers
- Students are expected to attain higher-order thinking-skills-analysis, synthesis and evaluation abilities.

### **Class Schedule:**

- This is a BlackBoard. Course.
- For information on creating a BlackBoard account, see instructions at end of this syllabus.
- Students are expected to read the assignment materials on the assigned dates.
- Students are expected to submit their homework assignments on the assigned dates.

### **Grading Policy:**

Students are expected to submit their homework on the assigned 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 turn in their back assignments as soon as possible.

### **Homework Assignments:**

Students can earn up to 300 total points based on a possible 50 points per written assignment for 6-assignments. The criteria for grading the assignments are the following.

Those students receiving 50-points not only present a wealth of relevant facts and information lending credence to the arguments they present in their answers; but also, demonstrate a keen insight into the importance of the subject matter and how it relates to Cleveland and the African American experience. Their papers also are very well written using correct grammar and punctuation throughout. The idea behind this assignment is to have the student present small, well crafted writing samples reflecting their interest and knowledge in the subject area.

Students receiving 40-points or more also display good knowledge and insight into the subject matter and also use correct grammar and punctuation throughout. However, unlike the 50-point essays, these papers do not contain as much detail. The analysis of material presented also may fall short of the reader's expectation. This in turn may leave the instructor guessing regarding certain crucial points. This uncertainty does not occur with the best papers.

Those receiving 30-points or more illustrate some general knowledge and insight into the subject area and they may use some relevant facts to support their contentions. However, their work pales in comparison with the better students. Some may use proper grammar and correct punctuation throughout, often they do not. Although it may be an adequate presentation, it leaves the reader wanting to know more.

Students receiving less than 30-points miss the mark entirely. They are several reasons for their failure. First, they often write very short papers well under the 2 ½ pages required. Brevity may be alright in some instances, but not in this case. The instructor is expecting a detailed, thoughtful analysis of the subject matter in question. Nothing less will do. Second, the limited amount of information and analyses presented in this paper negates any and all arguments made by the student that he or she has fully the assignment requirements. They haven't done it. It is that simple. Third, these papers often contain numerous grammatical errors and incorrect punctuation. This results in an incoherent writing. Difficult to read, difficult to understand, with minimum insight and insufficient facts, the student will receive a low grade.

### **Term Paper Assignment:**

Regarding the term paper, the final grade will be based on content, style, and form. The criteria used for term paper grading is the same as the homework readings. Top papers will receive 41-points to 50-points, good papers 31-points to 40-points, average papers 21-points to 30-points, poor papers below 20-points.

Final grades for this course, determined by adding the scores of the six-papers together, will be based on the following guidelines:

**A = 329 to 350 points**

**C+ = 281 to 289 points**

**A- = 320 to 328 points**

**C = 272 to 280 points**

**B+ = 311 to 319 points**

**D = 230 to 271 points**

**B = 302 to 310 points**

**F = -0- to 229 points**

**B- = 290 to 301 points**

### **Special Student Needs:**

Students requiring special accommodations or needs must notify the instructor at the beginning of the semester so that appropriate arrangements can be made to assist them. This applies to those with physical or learning disabilities, or when English is a second language.

**Course Schedule Guidelines:**

- This Course Schedule is the course outline and is divided into four modules.
- These Modules focus on specific trends affecting 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.**

**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.**

**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.

## **Due: Assignment 1 (August 30<sup>th</sup>).**

### **C. Era of Good Feeling and West Side Development.**

#### **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.**

#### **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.

## **Due: Assignment 2 (September 13<sup>th</sup>).**

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

#### **A. Changing Economy leads to New Manufacturing.**

##### **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.**

##### **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.

### **Due: Assignment 3 (October 4<sup>th</sup>)**

#### **C. New African American Migration.**

##### **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.

### **Due: Assignment 4 (October 18<sup>th</sup>)**

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

##### **A. Early 20<sup>th</sup> Century Municipal Reforms.**

##### **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.**

##### **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).

## **Due: Assignment 5 (November 15<sup>th</sup>)**

### **C. The Great Depression and World War II.**

#### **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.**

#### **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.**

#### **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.**

### **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.**

### **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.

**Due: Assignment 6 (December 6<sup>th</sup>)**

## Getting Started with your BlackBoard Class

**You are responsible for managing your technology for this class.**

This course requires the use of BlackBoard, as well as MS Office or compatible software and Adobe Reader. It may also require the use of multimedia player such as QuickTime or Windows Media Player.

### 1. TECHNICAL REQUIREMENTS

Review “technical requirements” and “getting started with BlackBoard” from the Center for eLearning website. <http://www.csuohio.edu/elearning/>. In addition to the hardware, operating system, and internet requirements posted on that page, you will also be required to open various documents such as PDF files and Microsoft Office files including Word, Excel, and PowerPoint files.

- If you don't have Adobe Reader, download it for free from <http://www.adobe.com/products/acrobat/readstep2.html>.
- Obtain MS Office, specifically Word, Excel and PowerPoint to open files that will be posted on the BlackBoard site. In addition, assignments submitted as attachments should be in Word format. If you have other programs that will open these files, you may use those as long as you are able to work with them. If you are submitting assignments in something other than Word, save them as .txt files or MS Office compatible files. **Do not send files saved as Microsoft Works files. You may use this program if you are able to “save as” .doc or .txt.**

**A few options exist if you don't have the MS Office software:**

- As a student, you can buy it at a reduced rate of \$65 from the CSU bookstore – a bargain in terms of Microsoft stuff.
- Out of cash? Try downloading Open Office for free. This is an open-source office suite. It will open and read files from MS Office. You can also create files and save them in MS Office format. The interface is very similar to MS Office. <http://www.openoffice.org/>

### 2. COURSE ACCESS

Once you are registered for the course via CampusNet, the course will automatically be loaded into your BlackBoard account. Course content is typically made available to students one week prior to the beginning of the semester.

- **To access BlackBoard, point your web browser to**

<http://mycsu.csuohio.edu>

Choose “BlackBoard” from the directory to go to the login page.

**-OR-**

<http://www.csuohio.edu/elearning/>

Choose “Login to BlackBoard/CE6 from the right navigational bar.

- **Login using your CSU ID and password.**

### **3. BROWSER CHECK**

Most difficulties encountered by students using BlackBoard relate to the internet browser (Mozilla Firefox, Internet Explorer, etc). To prevent this, be sure to check your browser using BlackBoard’s feature for this purpose. From the course homepage, choose the link at the top of the screen, “check browser”. This will step you through the process to ensure that your browser is compatible with BlackBoard. You may have to install some applications such as Java (free) if you don’t already have it. 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.

### **5. STUDENT TUTORIALS**

If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the Center for eLearning website located at <http://www.csuohio.edu/elearning/blackboard/index.htm>.

### **6. CREATING A PROFILE**

Once logged into BlackBoard, click on “My Settings” from your “My BlackBoard” screen

Blackboard Learning System - Mozilla Firefox

File Edit View History Bookmarks Tools Help

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Cleveland State University

My Blackboard Administration Content Manager

Welcome, Caryn Eucker. Today is May 16, 2008 4:32 PM EDT.

Channels Color Layout

Calendar Day  
You currently have no entries for today.

Calendar Week  
You currently have no entries for this week.

To Do List  
You currently have no items.

My Grades  
You currently have no new grades.

Course List

[Blackboard CE6 Orientation - For Course Designers](#)  
Section Instructor: Moana Jarvis, Gwenda van der Merwe, Gwen van der Merwe, Paul Bowers

[Planet Course for Students - Blackboard CE6 Orientation for Students](#)  
Section Instructor: Gwenda van der Merwe

[UST 200 Intro to Urban Studies - Sum 2008 - Sect: 501\(6W1\)](#)  
Section Instructor: CSU Staff, Doreen Swetkis

[UST 200 Intro to Urban Studies - Sum 2008 - Sect: 502\(6W2\)](#)  
Section Instructor: Mittie Jones

[UST 302 Contemporary Urban Issues - Sum 2008 - Sect: 503\(6W2\)](#)  
Section Instructor: CSU Staff, Michael Wells, Rene Hearn

[UST 410 Proposal Writing Program Dev - Sum 2008 - Sect: 501\(8W1\)](#)  
Section Instructor: CSU Staff, Gina Weisblat

[UST 410 Proposal Writing Program Dev - Sum 2008 - Sect: 502\(8W1\)](#)  
Section Instructor: Julie Rittenhouse

Campus Announcements

[Scheduled Maintenance Outage: Weekly Shutdowns Sunday 3:00 A](#)

Personal Bookmarks  
You currently have no bookmarks.

Campus Bookmarks

[CSU University Library](#)

[Electronic Course Reserves](#)

[Center for eLearning](#)

[Log in to myWebCT 4.1](#)

[Ask eLearning Knowledge Base](#)

Who's Online

Cleveland State University (63)

Blackboard CE6 Orientation - For Course Designers (5)

Planet Course for Students - Blackboard CE6 Orientation for Students (1)

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On the next screen, you will see your profile. Choose “edit profile” to update the information in your profile. Your profile is for ALL your BlackBoard classes.

Blackboard Learning System - Mozilla Firefox

File Edit View History Bookmarks Tools Help

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best of the web Log Out CampusNet / CSU Request Use of the IML CNNMoney.com Biz G... Tech Policy Weekly fr... The Sound of Ideas -...

CSU Levin College News and Announcemen... Blackboard Learning System

Cleveland State University My Settings | Help | Log out

My Blackboard Administration Content Manager

Welcome, Caryn Eucker. Today is May 16, 2008 4:35 PM EDT. Channels Color Layout

My Settings

My Profile My Tool Options My Roles

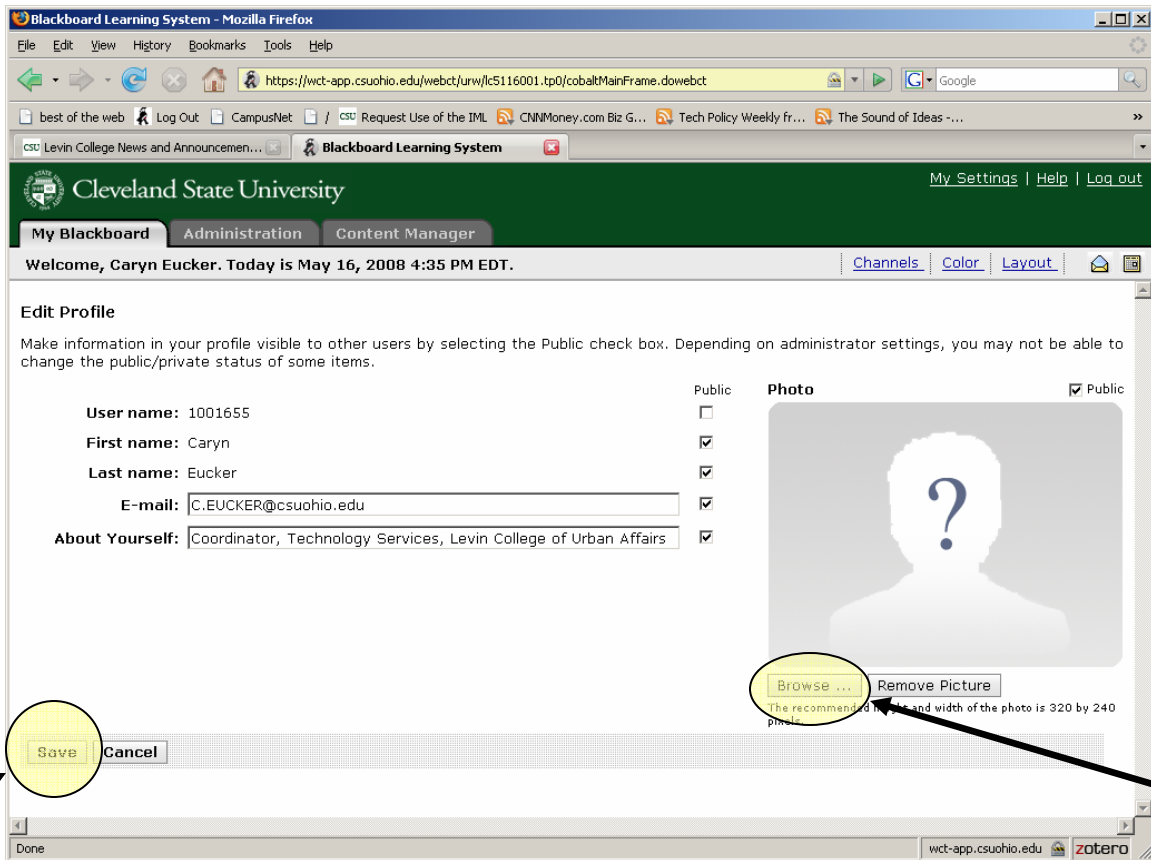
User name: 1001655  
First name: Caryn  
Last name: Eucker  
E-mail: C.EUCKER@csuohio.edu  
About Yourself: Coordinator, Technology Services, Levin College of Urban Affairs

Public Photo  Public

Edit Profile

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Edit the information in your profile, click “save” to save your profile. Add a photo if you wish.



## 7. NEED HELP?

**There are several ways you can get help with technical issues for your elearning course. Follow these easy steps whenever you have a technical problem or question.**

**Note:** If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

1. Students who need technical assistance should first consult the Ask eLearning knowledge base (<http://www.csuohio.edu/elearning>). Students can search the knowledge base for relevant articles and submit general technical support questions. Questions submitted to the Ask eLearning knowledge base 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 more urgent or specific problems, students who need technical support can contact the Call Center via phone (216-687-5050), the web, or email [call.center@csuohio.edu](mailto: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.