

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

Place: UR 254

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:

- This course will explore Cleveland's evolution with special emphasizes placed on the African American experience.
- It will acquaint students with some of the most salient economic, physical, political, and social issues influencing modern-day Cleveland.
- How these various forces have shaped this city's destiny over the last two hundred years.
- This course also will examine race relations in this 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: January 13, 2007****Purpose: Introduction to course and introduction to using WebCT.****Second In-Class Session****Date of Session: February 17, 2007****Purpose: To assist students prepare for the upcoming Mid Term Exam****Third In-Class Session****Date of Session: March 3, 2007****Purpose: Mid Term Exam**

Fourth In-Class Session

Date of Session: April 28, 2007

Purpose: To help students prepare for the upcoming Final Exam.

Fifth In-Class Session

Date of Session: May 5, 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). These extra credit points are

determined by attendance. All extra credit points will be added directly to final exam scores. Final grades will be determined using the following method:

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 (January 27th).

Readings for Module I, Section A

- 1) Factors prompting settlement here.
- 2) Original settlement patterns.
- 3) Evolution of city government.

- 4) Reminiscences by early settlers.

B. New Transportation Systems (February 3rd).

Due: Discussion Assignment 1 (February 3rd).

Readings for Module I, Section B

- 1) Economic problems mandate new linkages.
- 2) Private Toll Roads, a partial solution.
- 3) Rise and fall of publicly run Ohio and Erie Canal.
- 4) Privately owned Railroads, the ideal solution.

C. Era of Good Feeling and West Side Development (February 10th).

Readings for Module I, Section C

- 1) Speculation feeds West Side Development.
- 2) Competition heats up between Cleveland and Ohio City.
- 3) Bridge War and Panic of 1837 strain relations.
- 4) Problems related to Ohio City merger.

D. African Americans come to Cleveland (February 17th).

Due: Discussion Assignment 2 (February 17th).

Readings for Module I, Section D

- 1) Reformist traditions prompt 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.

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

A. Changing Economy leads to New Manufacturing (February 24th).

Readings for Module II, Section A

- 1) Large numbers of new ethnic groups arrive.
- 2) Business capitalizes on local resources.
- 3) Adoption of new production modes.
- 4) New technology impacts Traditional Walking City.

B. Educational/Social Reform: A Search for Efficiency (March 3rd).

Due: Discussion Assignment 3 (March 3rd)

Readings for Module II, Section B

- 1) Promotes widespread primary and secondary education.
- 2) Hidden agenda.
- 3) Encourages local settlement house development.
- 4) Prompts establishment of organized charities.

C. New African American Migration (March 10th).

Due: Discussion Assignment 4 (March 10th)

Readings for Module II, Section C

- 1) Factors favoring migration from South prior to 1910.
- 2) Economic and social opportunities change.
- 3) Shifting racial climate (1915-1925).
- 4) End Result: Emergence of distinct Black Ghetto (1917).

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

A. Early 20th Century Municipal Reforms (March 24th).

Readings for Module III, Section A

- 1) Role-played by 1912 Home Rule Amendment.
- 2) The Great Experiment: City Manager Form of Government.
- 3) Greater demand for professional services: Euclid Zoning Case.
- 4) Proposals to create Regional Government.

B. Urban Planning Reaches Maturity (March 31st).

Due: Discussion Assignment 5 (March 31st)

Readings for Module III, Section B

- 1) Evolution of Cleveland Group Plan (1903-1930).
- 2) Private Civic Vision: The Terminal Tower Complex.
- 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 (April 7th).

Readings for Module III, Section C

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

D. New Trends after World War II (April 14th).

Readings for Module III, Section D

- 1) Factors favoring white flight to new suburban areas.
- 2) Housing Dynamics
- 3) Effects of Urban Renewal on inner-city development (1949-1965).

- 4) Its aftermath.

E. Time of Adversity and Change for African Americans (April 21st).

Due: Discussion Assignment 6 (April 21st)

Readings for Module III, Section E

- 1) Changing role of civil rights groups here.
 - 2) Results of greater federal involvement in civil rights activity.
 - 3) Growing racial tensions leads to Hough and Glenville riots.
 - 4) Impact of new diverse community-based problems.
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Module IV: Rebirth of Cleveland (1970-Present)

A. Major Changes affecting Cleveland (April 28th).

Readings for Module IV, Section A

- 1) Local economic decline leads to city default.
- 2) 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 (April 28th).

Due: Discussion Assignment 7 (April 28th)

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, Spring 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.