

MANAGING URBAN DIVERSITY

Professor: Charles H. Bromley M.S.
Office Hours from 4-6 pm on Mondays
Room 217
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Required Texts

Briggs, Xavier (ed.) 2005. The Geography of Opportunity. Washington DC: Brookings Institution Press.

Keating, D., The Suburban Racial Dilemma: Housing and Neighborhoods, Philadelphia, Pennsylvania: Temple University Press, 1994. (Out of print-select readings will be made available.)

Kusmer, Kenneth. 1978. A Ghetto Takes Shape. Chicago: University of Illinois Press.

Massey, D. and Denton, N., American Apartheid-Segregation and the Making of the Underclass, Cambridge, Massachusetts: Harvard University Press, 1998.

Course Description

This course will focus on urban and workplace diversity, related issues of maintaining, promoting a diverse workforce in an urban environment, and how the work and residency environments interact. Racial apartheid in cities and its impact upon economic and community development will be emphasized in this course. Lectures on Managing Urban Diversity will include discussions on gender, race, and ethnicity. In addition to these topics, national origin, age, disability, and ability will be points of debate in terms of how the workplace should reflect the demographic patterns of its region.

Managing Urban Diversity coursework will also emphasize the history and development of American racial policies in the cities and the suburbs. There will also be a presentation about immigrant groups in English cities to compare and contrast to the experience of American cities. This course will help the student understand how work places can gain strength through diversity and how cities and communities can overcome historical patterns of residential segregation. Through the readings and class participation, students will understand how residential segregation has an impact on workplace diversity.

Guest lecturers and topic related videos will complement the main lectures and will provide a diverse set of ideas for students. Each student will be expected to attend all courses, to read the assignments, and to complete student journals, which will be reviewed on a regular basis by the professor. If a student cannot attend a class, prior

notification by e-mail is required at least 24 hours before class begins. All students will use the sign in and out sheet for each class to record their attendance.

Assignments

Student Journal

Each student will use a personal journal during the semester and will record weekly on news worthy and personal events that challenge diversity or managing diversity. A newsworthy event can be either current or historical. The personal event must be a recollection, interaction, or conversation with a person of a different race, culture, class, ethnicity, religion, gender, age or different generation, or sexual orientation. The journal should be maintained weekly and will be collected three times during the semester for review by the professor. The journal will constitute **20%** of the semester grade.

Project Paper

Each student group will write a paper about housing or employment diversity. The paper will include a focus on an analysis of a problem in a neighborhood or a company and a discussion and recommendation of an antidote to the diversity challenge. The group project paper will constitute **25%** of the semester grade. These projects will be presented to the entire class on one of the following dates, on April 30 or May 7. Students will work with the professor for group assignments. Students will be scheduled for group project presentations on one of the two dates.

Classroom Participation

Students will be expected to attend all classes and participate in class. Classroom participation will constitute **10%** of the semester grade.

Pop Quizzes

Students will be expected to come prepared to class, having read assignments. Pop quizzes will constitute **20%** of the semester grade.

Mid Term Exam

Students will be expected to pass the Mid Term Exam, which will constitute **25%** of the semester grade.

Evaluation Criteria

Grading

A 90-100

B 80-89

C 79-79

D 60-69

F 59 and below

Physical challenges/special needs students should identify themselves to the professor on the first day of class so that appropriate arrangements can be made.

**Cleveland State University
Spring 2007 Schedule**

First Saturday Class begins Jan 13, 2007
Martin Luther King Day Jan 15, 2007
First Weekday Class Jan 16, 2007
Last Day to Add (at 8:00 pm) Jan 19, 2007
Last Day to Drop (at 8:00 pm) Jan 26, 2007
President's Day Feb 19, 2007
Midterm Grades Mar 5-11, 2007
Spring Recess Mar 11-18, 2007
Classes Resume Mar 19, 2007
Last Day to Withdraw (at 8:00 pm) Mar 30, 2007
Last Day of Classes May 4, 2007
Final Exams May 5-11, 2007

**Course Outline
Class schedule and readings**

Topic: The Ghetto Takes Shape **January 22, 2007**

Readings-Chapter 1-The missing link; Chapter 2-The construction of the ghetto (Massey, D. and Denton, N., American Apartheid-Segregation and the Making of the Underclass, Cambridge, Massachusetts: Harvard University Press, 1998.)

Orientation and Discussion of Class Expectations, Format, Journaling, and SELF-ASSESSMENT. In-class video, "The Lunch Date".

**Topic: Zoning: The Role of Public Policy in Maintaining Growth
Patterns in Cities** **January 29, 2007**

**First half of class---Invited Guest Lecturer: Arthur V.N. Brooks, Esq. –
Euclid vs. Ambler Realty**

Readings-Handout

Second half of class-Policy failures

**Readings-Chapter 4-Continuing causes of segregation
(Massey, D. and Denton, N., American Apartheid-Segregation and the Making of
the Underclass, Cambridge, Massachusetts: Harvard University Press, 1998.)**

Topic: Case Studies

February 5, 2007

Readings-Chapter 5-East Cleveland-Black suburbanization, white flight and rapid resegregation; Chapter 6-Shaker Heights-integration maintenance in a once exclusive planned suburb; Chapter 7-Cleveland Heights-The struggle for long term racial stability

(Keating, D., The Suburban Racial Dilemma: Housing and Neighborhoods, Philadelphia, Pennsylvania: Temple University Press, 1994.)

In-class video, "The House We Live In".

Topic: Lending Discrimination Cleveland Case Studies-Charter One Bank

February 12, 2007

Readings-Chapter 4-Continuing causes of segregation

(Massey, D. and Denton, N., American Apartheid-Segregation and the Making of the Underclass, Cambridge, Massachusetts: Harvard University Press, 1998.)

Handout-1992-Boston Federal Reserve Study-Lending discrimination

Economic Commentary-Discrimination in Mortgage Lending: What have we learned?

Topic: Antidotes to Lending Discrimination-The Community

Reinvestment Act 1977 (CRA): The Home Mortgage Disclosure Act

1975 (HMDA) The Role of Regulators

February 26, 2007

Readings-Handouts from CRA-NCRC, How Community groups use CRA to use access to capital and credit for underserved neighborhoods-and HMDA fact sheets

Topic: Predatory Lending

Readings- Handouts-Squires, G. Predatory Lending: Redlining in Reverse, Shelterforce Online, January-February 2005. Predatory Lending Study Committee, June 2003.

Mid Term

March 5, 2007

Topic: Sprawl-Impact on Diverse Neighborhoods

March 19, 2007

Readings- Rusk, D, Cleveland-Comeback City or Treading Water, 2001.

Topic: Interviews with Locally Elected Officials and Their Community

Focus on Diversity. Class Discussion

March 26, 2007

Topic: Interviews with Leaders and Managers and Employment

Diversity. Class Discussion

April 2, 2007

Topic: The Role of Diversity in British Cities: A Case Study
April 9, 2007

First half of class-Invited Guest Lecturer-Michael McFarland, Ph.D.

Readings-Handout

Second half of class: Class Project Discussion and Meeting Time

Topic: Political Leadership
Readings
April 16, 2007

Topic: Affirmative Hiring
Readings-American Assembly of Barnard College, Racial Equality: Public Policies for the Twenty-First Century, 2001.
EEOC The Law
EEOC Race/Color Discrimination
April 23, 2007

Topic: Class Projects Presentation
April 30, 2007

Topic: Class Projects Presentation
May 7, 2007

Student Information for Managing Urban Diversity

PRINT Clearly

Name _____

Address _____

Phone number (h) _____ (w) _____ (c) _____

E-mail (that you access most frequently) _____

Student status: Full-time _____ Part-time _____ Non-degree _____

Employment: Full-time _____ Part-time _____ Not employed _____

Major _____

Why are you taking this course? _____

Career goals _____

Are you in a management position? If so, describe responsibilities _____

How will you apply course knowledge from Managing Diversity? _____
