

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

UST 202 CLEVELAND: AFRICAN AMERICAN EXPERIENCE

Syllabus/Communications/Special Notes

UST 202: Cleveland, Past, Present, and Future is a four-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.

UST 202/501: CLEVELAND: AFRICAN AMERICAN EXPERIENCE

General Information:

Time: Spring Semester 2008; 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 BlackBoard for course-related questions.

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; and

Other additional readings are on reserve at the CSU Main Library. This material is not available in total on-line. In order to get this information you must go to the Circulation Desk at the CSU Library and request it. It should be listed under Klein's UST 202/501. Make sure that you have your CSU Campus ID with you since the librarian or student assistant might ask you for identification. Please remember that all borrowed material are to be returned to the circulation desk within two hours so that other students in the class may be able to use it.

Some Research Tips to Consider:

Do not hesitate to use other non-assigned sources in helping you research your homework assignments. Please cite all additional sources used.

An additional tip for you to consider, the more thorough the homework answers the better the chance for a higher score and the more use they will be as reference source during the exam. Conversely, general answers with little or no analysis will receive minimum credit.

The idea behind these homework assignments is for the instructor to see how the student is doing academically on a regular basis and to make recommendations for improvement when appropriate. This special evaluation process is done in lieu of traditional classroom interaction where students and instructors freely discuss course-related issues. Also, an on-line course such as this one affords the student the opportunity of doing more in-depth research on their own free of the constraints of standard lecture-based courses.

Other pertinent information:

This is a BlackBoard course. You must access your BlackBoard account at CSU in order to participate in the course. Go to <http://www.csuohio.edu/elearning/blackboard/>. Use your CampusNet ID and password to login.

General Education Requirements:

This is an African American Experience course fulfilling 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:

- Explore Cleveland's evolution over the past two centuries with special emphasizes placed on the local African American experience.
- Investigate crime, demographic changes, economic developments, political struggles, poverty, and recent planning initiatives and to see how these issues have impacted the local African American community.
- Use race and racial discrimination as this course's empirical framework.
- Introduce relevant literature on racially-related issues affecting the black community.

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

- Students are expected to complete all homework assignments on the proscribed dates.
- Each assignment must be 2 ½ pages long totaling 17-18 pages (5,000 words).
- Grades will be based on content, detail, grammar, and punctuation upon receipt.
- Students will receive feedback (grades, comments, and suggestions for improvement) via the course management system email function.

Critical Thinking:

- Homework assignments consist of analytical questions related to subject matter.
- Students are expected to research the questions asked and to find pertinent data.
- Students will then analyze information collected and determine question answers.

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 attend the five In-Class Sessions in UR 241.
- Students also are expected to read the assigned materials on assigned dates.

First In-Class Session

Date of Session: January 12, 2008

Purpose: Course introduction and introduction to using BlackBoard.

Second In-Class Session

Date of Session: February 16, 2008

Purpose: To assist students in preparing for the upcoming Mid Term Exam

Third In-Class Session

Date of Session: March 2, 2008

Purpose: Mid Term Exam

Fourth In-Class Session

Date of Session: April 28, 2008

Purpose: To help students in preparing for the upcoming Final Exam.

Fifth In-Class Session

Date of Session: May 4, 2008

Purpose: Final Exam

Exam Information:

- The Mid Term and Final exams are a combination of multiple choice and true/false questions.
- Exams are open book/open note, each exam 50 questions worth two points each.
- The Mid Term will cover Modules 1 & 2 in the Course Schedule
- The Final will cover only Modules 3 & 4 in the Course Schedule.
- The Final is not comprehensive, it only covers the second half of the course.
- Exam questions are intended to 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 BlackBoard. Attendance will be taken at each in-class session.

Grading Policy:

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

Students can earn up to 262 total points: 100 points per exam, 42 points for 7 written assignments (6 points each) and up to 20 points for attending all five in-class sessions (5 points each session). Final grades will be based on the following formula:

A = 234 to 262 points

D = 156 to 181 points

B = 208 to 233 points

F = -0- to 155 points

C = 182 to 207 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.
- 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 (January 27th).

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 (February 2nd).

Due: Discussion Assignment 1 (February 2nd).

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 (February 9th).

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 (February 16th).

Due: Discussion Assignment 2 (February 16th).

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 (February 23rd).

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 (March 2nd).

Due: Discussion Assignment 3 (March 2nd)

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 (March 9th).

Due: Discussion Assignment 4 (March 9th)

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 (March 24th).

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 (March 30th).

Due: Discussion Assignment 5 (March 30th)

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 (April 6th).

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 (April 13th).

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 (April 20th).

Due: Discussion Assignment 6 (April 20th).

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 (April 27th).

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 (April 27th).

Due: Discussion Assignment 7 (April 27th)

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.