CLEVELAND STATE UNIVERSITY
SPRING SEMESTER 2017

UST 202/01
CLEVELAND: THE AFRICAN AMERICAN EXPERIENCE

Maxine Goodman Levin College of Urban Affairs
Department of Urban Affairs

Instructor: Dr. Richard Klein
Credit Hours: 3
Class Room: UB 107
Class Meetings: T&TH 10:00 a.m.-11:15 a.m.
Office Hours: T&TH 1:30 p.m.-3:00 p.m.
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Deadline to Drop Course - January 20, 2017
Deadline to Withdraw – March 31, 2017

REQUIRED TEXTS BOOK FOR THIS COURSE


COURSE DESCRIPTION

Welcome to UST 202/01. This is a three-credit African American Experience course designed to explore a wide range of salient economic, geographic, political and social developments affecting Cleveland for more than two hundred years, and how those distinctive forces influenced the African American community. Interaction with the instructor and other class members is a key component of this course.

COURSE OBJECTIVES

• Explore Cleveland’s development over the past two hundred years with special emphasizes placed on the African American experience.
• Investigate criminal activity, demographic changes, economic development, political struggles, poverty, and new planning initiatives and to see how these important issues have impacted the African American community.

• Examine issues of race and racism from an empirical perspective.

• Introduce relevant literature on racially-related issues in the black community.

• Develop an understanding of the African American experience in Cleveland.

• Nurture an appreciation of the diversity of Cleveland’s population.

• Enhance writing, research, critical thinking and writing skills

GENERAL EDUCATION REQUIREMENTS

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

A WRITING ACROSS-THE-CURRICULUM (WAC) COURSE

This class may be used by students to fulfill a Writing Across-The-Curriculum (WAC) Requirement.

• Students are expected to complete one 4,000 word (double-spaced, 12-point Times New Roman font, with 1” margins) term paper that will focus on an issue past or present related to race or racial discrimination in Cleveland’s African American community. The instructor will circulate a list of accepted topics to the class. Students are to follow the American Psychological Association (APA) format for their research paper, citations and reference pages. Many of the research materials needed for this paper can be found in Special Collections, 3rd Floor of the Michael Schwartz Library on campus, or on line through www.clevelandmemory.org.

• The paper is due on April 18th. Students needing help in writing may contact the Writing Center located in Rhodes Tower 124.

• To get credit as a WAC Course the student must attain a grade of C or better. Students will not fulfill the WAC Requirements with a grade of D or lower.
**MID TERM & FINAL EXAMS REQUIRED**

Students are required to take both the Mid Term and Final Exam. The Mid Term Exam will cover the 1st half of the course, while the Final Exam will focus only on the 2nd half of the course. Each exam consists of 50 questions a combination of multiple choice and true & false. Both exams are open book exams that means students may use their laptops; class notes and textbooks while taking these exams.

**READING REQUIREMENTS**


**GRADING POLICY**

Students are required to take the proscribed exams on the assigned dates as well as submit the term paper also on the assigned date. Failure to do so without the expressed consent of the instructor means a grade of F. Final grades will be based on the following Mid-Term & Final Exams = 60%; the Term Paper = 30% and Attendance/Participation =10%.
GRADING SCALE

A  = 94% to 100%  C+ = 77% to 79%
A-  = 90% to 93%  C  = 70% to 76%
B+  = 87% to 89%  D  = 60% to 69%
B   = 83% to 86%  F  = -0% to 59%
B-  = 80% to 82%

GRADES OF “I” and “X”

The “I” grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An “I” grade can be assigned by an instructor when all three of the following conditions are met: 1) Student is regularly attending/and participating in the class and has the potential to pass the course; 2) Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and 3) Student has notified the instructor prior to the end of the grading period.

The “X” grade can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An “X” automatically becomes an “F” if not resolved by the last day of instruction of the following semester. An “X” also will be assigned by the University Registrar when no grade is submitted by the instructor.

STUDENTS WITH SPECIAL NEEDS

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels that he or she may need an accommodation based on the impact of the disability should contact the Office of Disability Services at (216) 687-2015. The office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.
PLAGIARISM

Using another person’s ideas or phrasing in a paper or report and claiming them as one’s own is plagiarism. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgement. The penalties for plagiarism are found in full in the Student Handbook (Office of Student life) under Academic Regulations (Policy on Academic Misconduct) at the following link: http://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf.

GENERAL EDUCATION STATEMENT

This course fulfills CSU’s General Education Requirements in Social Diversity Areas for the African American Experience, Skill Areas for Critical Thinking and Information Literacy and Writing-Across-The-Curriculum.

Criteria for Social Diversity Areas – African American Experience

1. This course has a primary focus on the contemporary experience of African Americans and maintains the perspectives, experiences and/or achievements of African Americans as primary to this course.
2. This course provides students with knowledge of the field of Urban Studies and analyzes the African American experience.
3. This course provides students with a theoretical and empirical framework for understanding inequality and the distinguishing aspects of the African American experience.

Criteria for Skill Areas – Critical Thinking and Information Literacy

1. This course requires students to attain skills beyond lower level-knowledge.
2. This course requires the use of knowledge to solve issues
SCHEDULE OF COURSE

I. INITIAL SETTLEMENT OF CITY AND EARLY DEVELOPMENT (1796-1850)

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

B. New Transportation Systems.
   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.
   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 Arrive in the City of Cleveland.
   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.
II. CITY OF CLEVELAND COMES OF AGE (1850-1930)

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

MID-TERM EXAM – MARCH 1.

III: BEST LOCATION IN THE NATION (1930-1970)

A. Early 20th Century Municipal Reforms
   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.

1) Evolution of the Cleveland Group Plan (1903-1930).

2) Private Civic Vision: Terminal Tower Complex Case in Point.


C. The Great Depression and World War II.

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.

TERM PAPER DUE – MARCH 23.

D. New Trends after World War II

1) Factors favoring white flight to suburbs.

2) Housing Dynamics


4) Urban Renewal’s aftermath.


1) Changing role of civil rights groups in city.

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.

A. Major Changes affect the City of Cleveland

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.

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.

FINAL EXAM May 9 - 10:15 a.m.-12:15 p.m.