COURSE SYLLABUS: Spring Semester 2017
Cleveland’s Past, Present, and Future: The African-American Experience
Course Syllabus UST 202 (Section 505)
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies
Cleveland State University

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Course Description: This three credit course is designed to examine Cleveland’s social, political, economic, and racial history from an African American perspective. Readings, instructor notes, film viewings, research, writing assignments, interviews, and interactions with classmates will engage students with a routine weekly exploration of Cleveland’s past and present. A major emphasis will be placed on the consideration of current data and trends to encourage speculations about the future role and interests of African Americans in Cleveland based on an understanding of local, state, and national histories.

This course opens with a description of the tertiary levels of Black consciousness (separation/isolation, accommodation/compromise, and assimilation/integration) and traces these mindsets of African Americans from the past into the present and projects them into the future. It explores the life of various legendary figures and the role that Clevelanders played in honoring their legacies with landmarks (streets, statues, parks and buildings). Additionally, conversations about various experiences that some African Americans encountered as professionals will be included to encourage a greater capacity for cultural competence. The life of individuals living in Cleveland is also examined through a study of five autobiographies written by John Malvin, William Wells Brown, Jane Edna Hunter, Langston Hughes, and Carl Stokes. Additionally, a review of national organizations (The NAACP, UNIA, Urban League, and the National Action Network) is considered in addition to comparative analysis of other cities similar and different from Cleveland. These inspections afford a progression toward a better understanding of how various institutions like the Phillis Wheatley Association, The Call & Post, and Karamu House Theater emerged and continue to service the needs of Clevelanders and their guests.

The structure for this course is framed with weekly reading assignments that are supplemented with film viewings. Regular weekly assignments are given to allow students a chance to demonstrate that they have watched the assigned films and can apply reading assignments to
this material for consideration in a PowerPoint presentation and two research papers. Quizzes are used to confirm that assigned reading material has been covered. Since much of the coverage of the past and present can be done through independent efforts, discussions and interviews will be assigned to afford students an opportunity to interact with their classmates and individuals in the African American community.

**General Education Requirement:**

This course is approved as a General Education 08 course meeting the requirements for the African-American Experience. It meets the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include Critical Thinking and Information Literacy.

**African-American Experience Criteria:**

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 themselves as central to the course.
2. This course provides students with knowledge of how the field of Urban Affairs 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.

**Skill Area: Critical Thinking Criteria**

1. This course requires that at least 15% of the student’s grade in the course is based on an evaluation of critical thinking.
2. This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

**Skill Area: Information Literacy**

1. Designate that at least 15% of the student’s grade in the course is based on an evaluation of information literacy.
2. Require students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
3. Require students to address the ethical and legal uses of information. At times you may want to quote, or state directly what an author has said. Remember to set off quotations in quotation marks and to document them according to the APA style. If you derive your paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons for example, (Johnson,
Writing Across the Curriculum Requirement Criteria:

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1” margins) in writing assignments (which may include drafts).

2. Final versions of at least one assignment should total at least 2,000 words (eight pages).

3. The course teaches students writing-to-learn strategies that foster students’ experiences in learning, and writing-to-communicate strategies that foster students’ respect of readers’ experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments.

4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.

5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide.

6. There will be writing assignments throughout the semester.

7. The course will address the needs of students regarding library competency.

8. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of...
the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

**Course Objective:**

The purpose of this course is to trace aspects of African American life in Cleveland with an emphasis on the economic, political, cultural, social, housing, and poverty issues facing African-American communities in Cleveland. By participating in the course, the student is expected to gain a better understanding of:

1. Issues and challenges of African American communities in Cleveland,
2. African-American urban history,
3. Diversity and multiculturalism,
4. Enhanced writing, research, critical thinking, and analytical skills (quantitative, qualitative, and comparative) through class assignments, quizzes, papers, discussions, interviews as well as PowerPoint presentations, and
5. Skills associated with interviewing, interpreting films.

Because this course is entirely web-based, issues relative to course readings, discussion responses, and written assignments will occur on-line via Blackboard. Therefore, it is imperative that students’ taking the course are familiar with computers and the Internet.

**Course Requirements:**

Students’ are required to meet the following criteria for this course:

1. Prepare/submit all written assignments, quizzes, discussion responses, and PowerPoint Presentations via Blackboard on time. Late assignments will not be accepted without two week prior approval from the Instructor and then only in cases of extreme circumstances with supportive documentation. A particular emphasis is placed on doing assignments that require interviews. Early contact to confirm scheduled appointments should also have back-up plans for missed appointments.

2. Read all readings assigned for the course;

3. Edit written assignments extensively before submission with the consideration of utilizing the services of the Writing Center or Tutoring Services.

Again, this course is entirely web based. This course will not utilize regular lectures for instruction, and therefore requires students’ ability to:

1. Develop work plans to effectively manage time for their course load,
(2) Utilize scholarly literature i.e., journals, Internet, etc.
(3) Research/collect relevant data/material,
(4) Complete/submit the writing assignment developed for this course.

Questions regarding the course should be submitted to the instructor via Blackboard e-mail only. The instructor is not responsible for responding to e-mails submitted to university (campus) e-mail address. Students’ requiring additional assistance must make an appointment with the instructor by requesting an appointment via the instructors Blackboard e-mail address. Students must indicate the purpose/object of the meeting in the e-mail if they need to request a meeting or telephone conference.

Although residing in Cleveland is not a requirement for this course, in-person contact with various repositories and cultural institutions can be beneficial. However, access to these resources can be established through telephone and electronic communications.

Required Text Books: Primary Textbooks:


**Cleveland: A Metropolitan Reader** by W. Dennis Keating, Norman Krumholtz, and David C. Perry (editors), published in 1995.

These required textbooks utilized for this course can be purchased at the Cleveland State University bookstore.

**Discussions:**

This course will engage you with five discussions that correspond with your study of the African American experience in Cleveland and offer an opportunity to accumulate a maximum of 100 points or 10% of your grade. Each discussion will allow you to be evaluated on your ability to reflect on a film (available through Films On Demand in the Michael Schwartz Library) with a statement from the film with a proper APA in-text citation (5 points), apply a conversation to a corresponding situation in Cleveland (5 points), respond to a classmate who has a contrasting thought (5 points), and identify another source that could validate your claim that is sited properly according to APA Guidelines (5 points).

The topic for the discussion will be posted at the top of each week and is due the Monday after the week that they are assigned. Although you are encouraged to give responses that reflect your ideas and opinions, you will be expected to support strong statements by referencing scholarly material that backs your point of view. You will also be expected to be attentive to expressions that show a standard level of cultural competency that keeps you from being
offensive to others with an interest in trying to encourage others while you communicate what has shaped your feelings, thoughts, and views.

In addition to your response to each discussion, you are expected to correspond with at least one other classmate with a substantial commentary in the form of a paragraph. Students are responsible for responding in writing to the assigned weekly discussion questions. Responses for the discussion must be between 150 – 200 words in length (two full paragraphs), and must be submitted under the appropriate weekly discussion tab in Blackboard to receive credit. Keep in mind that three sentences does not constitute a paragraph. A good paragraph should consist of a minimum of 5-6 sentences. Your grammar is another component of your submission to consider as well as a list of references with at least two sources (The film, and another scholarly piece). Please remember that posts for discussions are not text messages, where abbreviations and slang terms (without explanations) are acceptable.

Students’ are required to participate in the on-line discussion questions to promote Writing-to-Learn exercises, which are intended to promote learning at a deeper level than memorization or recitation. Also, students are encouraged to extend additional communications beyond the required two paragraphs with an understanding their students are not required to respond.

**Quizzes:**

This course prescribes ten quizzes at the value of 10 points per quiz, which will comprise a maximum of 100 points, or 10% of your grade. Quizzes are intended to measure a student’s understanding of the basic concepts shared in the reading assignments and relevant information presented by the instructor. Objective answers will usually be presented with multiple choice questions that can be answered with an open-book and open-notes approach. Quizzes will often be given with a particular time constraint, where you are expected to follow updates and announcements through Blackboard. Although quizzes can be taken at a student’s leisure throughout the semester until the last day of finals, students are encouraged to attempt to maintain a weekly pace in completing the quizzes to avoid the heavy task of taking all of the quizzes during the last part of the semester.

**Reading Assignments:**

There are no points assigned to completing reading assignments. However, completing the readings will be reflected in the grades for the quizzes and the credit given for citations in the discussions, homework assignments and papers. Students are responsible for reading all the chapters assigned from the textbooks and any additional material expected to be found on the internet or through ECR. Additional supplemental readings may be added at a later date if needed and include items like excerpts from speeches or autobiographies. Refer to the announcement tab under Blackboard and Reading Assignments in the Course Schedule for listing of any additional readings.
It will be very important that your notes highlight names of historical figures, businesses, the Black newspapers, and references to other cities that are compared to Cleveland as well as statistics to assist you with homework assignments, quizzes, and papers. It will also be important to consider paying close attention to references about national Black organizations such as the NAACP and the Urban League, which can be considered as topics for the first research paper, although other national organizations can be selected. Likewise, the second paper will offer a chance for students to select the topic of the Call & Post, Phillis Wheatley Association, or Karamu House Theater, where references to individuals like Carl Stokes, Jane Edna Hunter, and Langston Hughes are also worth noting.

**Viewing Assignments:**

Designated films correspond with the discussions and homework assignments. These videos will allow you to consider comparisons of national occurrences in other cities to similar or contrasting experiences of African Americans in Cleveland, Ohio. All of the videos for class discussions are accessible on the internet and the majority of the videos are accessible through the Michael Schwartz Library. By going to the “Scholars” Tab and typing “Film on demand,” you will then be prompted to go to “Connect To” where you should click on “Access streaming videos...” You should then be able to enter the title of the film or segment to watch the required scenes or entire film. The only exception to being able to access a required film through “Films on Demand” is associated with viewing *The Black Press: Soldiers Without Swords*, which must be screened in the Michael Schwartz Library. This video is only strongly recommended for viewing to students who select The Call & Post as a topic for their second research paper.

Please note that in order to view a film from an off-campus location, you will need to establish a password through the Michael Schwartz Library. A visit or a call to the information desk can assist you with accomplishing this goal.

**PowerPoint Presentations:**

There are a total of two PowerPoint Presentations (50 points each) that total together 100 points, or 10 % of your grade. Students are required to submit a formal Power Point presentation about a Cleveland landmark that commemorates the life and legacy of an African American who can be recognized as a resident of Cleveland at some point in that person’s lifetime. The landmark selected is encouraged to correspond with a student’s career interest. The topic for the PowerPoint presentation and the first paper should exclude Langston Hughes, Carl Stokes, and Jane Edna Hunter, who are the options for components of the research for your second and extensive research paper. The second PowerPoint presentation is a photographic summary of each chapter of *A Ghetto Takes Shape* with images compiled to represent individuals and landmarks discussed in each of the 11 chapters in the book. The photos must be acquired from the Cleveland Memory Project (through the Michael Schwartz Library) and align with a page that includes a quote from *A Ghetto Takes Shape* with a
Overall, this presentation should summarize information about a Black History landmark in Cleveland and suggest that you have visited the site and can represent information about the landmark as if you are a tour guide through the Power Point presentation. It should also fulfill the criteria that describes the designated number of pages and required information for each page.

Use of graphics, sound and visual evidence are encouraged, but not required. Students must submit their PowerPoint presentation as an attachment under the appropriate tab in Blackboard. Student’s presentations must include a title slide indicating the name of the presentation, the student’s name, and the course and section number. The title and/or reference slides do not count toward the maximum slide requirement for this assignment. Sources cited in your presentation should be cited at the bottom of the corresponding slide and should be done so using a lesser font size. For example, (Source: U.S. Census Bureau, 2000). Student’s PowerPoint presentation should not be submitted using the Vista application or this software program.

Writing Assignments:

Students are to submit (2) research papers over the course of the semester. The first research paper is worth 200 points, or 20% of your grade. It must contain a minimum of 1,500 words (minimum) and discuss how a national African-American organization that has a local chapter that in Cleveland, Ohio is making an impact on a particular social issue. The second paper should consist of 3,000 words (minimum) is should be about an African American institution in Cleveland and is worth 300 points, or 30% of your grade. The study of institutions is limited to the Call & Post Newspaper, Phillis Wheatley Association, and Karamu House, where each of these institutions corresponds with an individual who has written an autobiography with at least one chapter that describes their interaction with that institution. Hence, the second paper will allow a closer inspection of the life of either Carl Stokes, Jane Edna Hunter, or Langston Hughes through their self-reflections in Promises of Power: Then and Now, A Nickel and a Prayer, or The Big Sea.

(NOTE: The Big Sea is challenging to locate and The Black Press: Soldiers Without Swords can only be viewed in the Michael Schwartz Library)

*Draft papers must be submitted during the times designated in the course schedule. Comments will be made by the instructor to allow at least five days for re-writes.

All research papers must be submitted as an attachment using a minimum of Word 2000 or as a rich text file, and not Vista. *Students electing to submit a draft of their written assignments must do so two weeks prior to the paper’s submission date. The drafts must be submitted as an e-mail attachment to the instructor via Course Messages in Blackboard.
Papers are assigned with specific objectives and fulfill the requirements for Writing Across the Curriculum guidelines. These papers promote the consideration of scholarly material that has been covered in the course, explored through the Michael Schwartz Library, or other repositories. Many of the topics covered in this class may be controversial, and challenge individual opinions. Therefore, students are cautioned not to take differences in opinion personally. Having respect for people having differences in opinion is fundamental to having an open educational discourse.

Each paper should highlight the following:

--Efforts to overcome racial discrimination,

--The tertiary levels of Black consciousness and their inter-cultural and intra-cultural dynamics that related to the discussion of double-consciousness evoked from an understanding of W.E.B. DuBois’ first chapter in The Souls of Black Folk,

--Historical references that highlight national activities in Cleveland or representatives from Cleveland engaged in national discussions in other cities,

--A discussion about the current status of public policy relative to the issue, if applicable,

--A discussion about the political, social, and cultural implications associated with the topic, if applicable;

--Comparisons to other organizations, or institutions in other cities, and

--Coverage of the impact and address of a social issue recognized as a disparity faced in the African American community.

Students should adhere to the following guidelines for the writing assignments; however, your papers should not read like items on a checklist. Instead you should incorporated a fluid narrative in your approach. The minimal requirements for the research papers include:

--An abstract with keywords,

--A reference page,

--The application of APA guidelines with the designated number of in-text citations,

--Adherence to the expected number of words,

--A clear research question or hypothesis,

--Analysis of data with quantitative (statistical) and qualitative (interviews),

--A critical analysis of the topic as it relates to the literature reviewed for the project, and

--Supportive evidence from legitimate sources.
Students are required to use a minimum of five (5) legitimate reference resources with at least one primary source and one film. Four (4) of the resources cannot be from material assigned in this course.

Legitimate reference resources include the use of: scholarly journals/articles, books, data cited from databases (i.e., U.S. Census, etc.), and reports (i.e., United States General Accountability Office, etc.). Citations from Internet sources that are merely web pages constructed by individuals airing their personal views are unacceptable sources. However, legitimate websites accessing refereed academic journals/reports (i.e., articles published in The Urban Institute, Journal of Urban Affairs, etc.) are legitimate resources.

Utilization of information/data or articles found on websites such as Wikipedia or www.lydiaspeakeshermind.com are not acceptable for this assignment. One way to determine if a website is acceptable or not is to ask yourself, “If the Internet did not exist, would I be able to find this article in the university library?” Newspaper or magazine articles may be used for this assignment provided they are in-depth articles on the issue, and not just commentaries or editorials. A maximum of two newspaper or magazine articles are acceptable.

There will be writing assignments throughout the semester.

The course will address the needs of students regarding library competency.

In order to receive a C or better in the course, students must write at a satisfactory skill level. If the student’s writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

**Penalties for Plagiarism:**

The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: http://www.csuohio.edu/studentlife/conduct/acadegres.html

Writing Center Page on Plagiarism:

If you require additional information regarding plagiarism you may also refer to the Writing Centers page on plagiarism, which can be accessed at the following link: http://www.csuohio.edu/writingcenter/Plagiarism.html

Paraphrasing: Paraphrasing should be used to support your thinking and should not form the bulk of your evidence. A paraphrase is a restatement of the author’s words or ideas. Paraphrasing adds weight to the argument you are presenting. Where possible maintain the intent of the original passage, or if synthesizing the work of several authors use the style indicated above.
For Students with difficulty writing it is suggested that you utilize the Writing Center located in Main Classroom 321. You may submit your work to the plagiarism detection service at www.turnitin.com to ensure the legal and ethical use of other’s work. Please contact the Writing Center Director if you need the password and ID number.

Written Assignment Evaluation:
A grading rubric will be utilized to evaluate written assignments. Evaluation of student papers is based on the following criteria:

Higher Order Concerns:
1) Focus – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.
2) Development – The research (i.e., literature, date, etc.) utilized to support your hypothesis. More specifically, students’ incorporation of quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts relative to supporting their hypothesis.
3) Organization – The organization/structure of the paper. More specifically, is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?

Lower Order Concerns:
1) Style – Style can be considered in terms of sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for a college assignment? Is the diction appropriate for the discipline?
2) Mechanics – Refers to the punctuation, spelling, and grammar. Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words.

APA Style Tips:
Student papers must include documentation of at least five (5) scholarly (i.e., periodicals, government documents, books, Internet sources, etc.). However, the basis of the needs of your
paper must come from scholarly literature and not solely from the Internet. All of your research statements must be documented in the reference section of your paper.

The APA style utilizes in-text citations that refer to a list of sources. The following are a few examples of the APA style:

**In Text Citations:**

(1) Direct Quotations

(A) As Davis (1982) noted,

(B) As Berry and Smith (1980) indicated,

(C) In the book, The Case for the Use of Discretion (2003).

(2) Internet Citations within the Text of your Paper:

In the article “Child Care Implementation,” Dr. Smith indicates... (State of Ohio, 2006).

According to a report by the United States Census... (U.S. Census, 2004).

**Summary or Paraphrase:**

Include the author(s) last name and the date either in a single phrase or in parenthesis at the end of the sentence. For example:

(A) Baumgartner and Kelly (2002) agree that.... (Baumgartner and Kelly, 2002).

**Referencing Citations from the Internet in your Reference Section:**

(1) How to Cite Internet Citations in your Reference Section. (Not to be used in the body of your text. ONLY use in REFERENCE SECTION): Cite material from a web site by giving the web address in parenthesis (http://historyofclevlena.org). If you are referring to the entire site, you do not need a bibliography entry. If you are referring to a specific document from the web site, provide a bibliography entry in the list of references. For example:


**Citation Help:**

For additional help in utilizing APA citations refer to http://www.apa.org/journals/webref.html or go to the CSU library home page virtual reference site and click on the drop down list to citation guides (http://ulib.csuohio.edu/vrd/citations.shtml).
**Where to do Research:**

Two excellent ways to access scholarly periodic literature is on the CSU library home page. From the CSU home page, refer to:

1) Find articles,

2) Journals and Subject Portals.

**Submission of Assignments:**

This class is being taught online; however, it is imperative that students manage their time and develop a work plan for the course to ensure you meet deadlines established for the submission of assignments, and exams.

**Students should:**

Prepare and submit all assignments, discussion responses on time utilizing the appropriate tabs located under the course menu found on Blackboard (i.e., assignment, weekly discussion responses, etc.);

Send all correspondence/questions to the instructor via Course Messages in Blackboard;

Submit written assignments, discussion responses, quizzes and PowerPoint Presentations by utilizing the appropriate tabs under the course menu via Blackboard.

Students should pay special attention to the announcements posted for the class. The instructor will occasionally submit an email to the student’s personal email, but will rely on communicating with the class through Course Messages in Blackboard, where students’ should pay special attention to the announcements and informational sent through this medium. The instructor will use informational e-mails only when the entire class can benefit from having additional information on topics relative to the class.

Written assignments (i.e., concept paper/book reviews) must be submitted as an attachment using Word 2000, PDF or rich text file only, to the appropriate assignment tab located on the course menu in Blackboard. Written assignments not submitted, as an attachment to the appropriate assignment tab will not be accepted.

Discussion responses must be typed into the text box in Blackboard and not submitted as attachments. Since correct grammar and APA guidelines are expected to be considered with the discussions, it is recommended that students write their discussion in a Word document and then cut and paste their discussions.

**Blackboard Policies:**

Please see the course on Blackboard for changes and/or additional information.
Use of Blackboard Technology in your Workplace: For those of you that have permission to do your class work at your place of employment, keep in mind that many employers have safeguards in place that may prevent you from being able to optimize your use of Blackboard.

**How to Access Blackboard:**

Students are automatically enrolled in Blackboard when they register for the class. To access Blackboard you will use your CSU (CampusNet) user id and password information.

**Submitting Weekly Discussion Responses on Blackboard:**

From the course menu in Blackboard, select the discussion tab and type in your weekly discussion response. Do not submit an attachment for your weekly discussion response. If students have problems entering their weekly discussion response, contact the University Help Desk or Center for e-learning. If students are still having a problem, they should notify the instructor before the due date so an alternative submission format can be discussed.

Students should make sure they include their name and reference the week for which they are submitting their weekly discussion response. For example: Pickett, week 1 discussion response: Middle Class Blacks are their Brother’s Keepers.

**Submitting Written Assignments on Blackboard:**

From the course menu in Blackboard, select the assignment tab and follow the directions to attach your assignments under the appropriate tab (i.e., under the assignment tab located on the course menu select appropriate assignment tab i.e., Concept Paper, Book Review, Virtual In-Class Presentation, etc., and attach your paper or presentation). Attaching your papers or virtual presentation under the assignment tab is just like sending an e-mail attachment. If students have problems attaching their assignment, contact the University Help Desk or Center for E-learning. If students are still having a problem, they should notify the instructor before the due date so an alternative submission format can be discussed.

YOU MUST NAME THE FILE WITH YOUR NAME. YOU MUST INCLUDE A TITLE PAGE, AND PUT YOUR LAST NAME, PAGE NUMBER, AND COURSE NUMBER AND COURSE SECTION ON THE PAGES OF YOUR ASSIGNMENTS IN THE FOOTER OR HEADER ALONGSIDE THE PAGE NUMBER.

For example: (page) #, last name, UST 202, Section 505. Points will be deducted if you do not include a title page, number on your pages, include your last name, and course number in the footer or header of every page.

**Late Assignments:**

No late assignments will be accepted without at least a week prior permission of the instructor. The instructor will only grant permission for the submission of late papers based on extreme circumstances. (Last minute requests for the submission of assignments will only be accepted in
cases of extreme emergencies) with appropriate documentation of that emergency. Excuses such as, “I got behind in my other classes”, etc. will not warrant an extension for the submission of late written assignments, discussion question responses, or the submission of the quizzes. Students are expected to complete all assignments on time.

Technology Management:

YOU ARE RESPONSIBLE FOR MANAGING THE TECHNOLOGY. YOU NEED TO FACTOR THAT INTO YOUR PLANNING AND ORGANIZATION. For example, keep copies of your homework in case they don’t download correctly. As another example, call the instructor immediately if the computer crashes and find another way to participate such as using school computers.

For those of you who have permission to do your work at your workplace and planned to do so, please be advised that many workplaces have computer safeguards in place that may prevent you from doing so. In particular, workplace pop-blockers may block the quizzes and exams.

Starfish:

Starfish is computer software that makes it easier for students to make appointments with support services and faculty on campus, and makes it easier for faculty, tutors and advisors to coordinate the services they provide to students. Log in to CSU's CampusNet, choose the "Student" tab, and look in the toolbar at the top for a blue star next to the word "Advising". An important function of Starfish is improving communication between instructors and advisors. Starfish has replaced an older "early alert" system with a more flexible system can notify both students and advisors when an instructor spots a potential problem. Students should become familiar with this tool for this course as well as others given that there will be an increased and continued use of it in this and future classes.

Failing to Withdraw from Class:

Students’ are responsible for withdrawing from the class by the drop dates stipulated by the University. Student’s failing to withdraw by the dates indicated by the University will receive an “F” for the course at the end of the semester.

A Word of Warning, Caution and Pause:

Successful completion of this course requires students to:

1) Develop a work plan (schedule) for the semester to meet the demands of the course. Once a work plan is developed, students should adhere to the plan.

2) Stay focused.

3) Keep in mind the instructor will not give incompletes for the course without cause, so you should submit papers, etc. on time to avoid receiving zero for assignments submitted late.
4) If there is an issue, notify the instructor immediately.

Note: The design for this syllabus was tailored by Instructor Prester Pickett, M.F.A. for Fall Semester 2013 from previous work done by Dr. Michael L. Paquet. A revision of the syllabus was made to reflect a reduction in 25% of the course load to comply with the credit conversion policies. The most recent update was made to provide direction for students enrolled in the course during Fall Semester 2015. This syllabus was last edited on January 14, 2017 to prepare for course instruction during Spring Semester 2017 and is subject to updates and revisions.

REMINDER:

TO ACCESS FILMS: Go to Michael Schwartz Library, Open the Scholar Tab, Type: FILMS ON DEMAND, Click: Connect to Resource on Line, Select: By Titles, Type: (Name of Film), or search “By Topic”. If you are viewing from a computer off-campus, you will need a CSU Password. You must visit or call the CSU Michael Schwartz Library in advance in order to acquire this password, if you don’t already have one established.

TO ACCESS ELECTRONIC RESERVE:

Go to Michael Schwartz Library with the access code that will be announced in an e-mail forwarded through Course Messages.

Class Schedule:

This course is entirely web-based and students are required to log into Blackboard on a regular basis to post assignments, check announcements, and stay apprised as to what is going on in the class.
Course Schedule: Spring 2017

Week 1 (January 15-21):

The Souls of Black Folk, Chapter 1, “Of Our Spiritual Strivings”

Viewing Assignment 1/Discussion 1: The Two Nations of Black America
(Due: Monday, January 23, 2017)

Week 2 (January 22-28):
Reading Assignment: A Ghetto Takes Shape, Chapter 2, “Urban Change and the Roots of the Ghetto” and The Souls of Black Folk, Chapter 1, “Of Our Spiritual Strivings”

Homework Assignment 1 on First Blacks and Early Black Cleveland Settlers
(Due: Sunday, January 29, 2017)

Week 3 (January 29-February 4):
Reading Assignment: A Ghetto Takes Shape, Chapter 3, “The Eclipse of Equality: Racial Discrimination” and the following speeches:
   Sojourner Truth Speech, “Ain’t I a Woman” (Entire Speech)
   Malcolm X Speech, “The Ballot or the Bullet” (Select Excerpts)
   Martin Luther King, Jr. Speech, “The Mountaintop” (Select Excerpts)

Homework Assignment 2 on Black Consciousness and Double Consciousness
(Due: Sunday, February 5, 2017)

Week 4 (February 5-11):
Reading Assignment: A Ghetto Takes Shape, Chapter 4, “Occupational Decline” and The Narrative of Williams Wells Brown (Select Chapters)

Week 5 (February 12-18):
Reading Assignment: A Ghetto Takes Shape, Chapter 5, “Class and Culture in the Black Community” and The Autobiography of John Malvin: A Narrative (1879) (Select Chapters)

Homework Assignment 3 on the Tertiary Levels of Black Consciousness
(Due: Sunday, February 12, 2017)

PowerPoint Presentation 1 on A Legendary Black Cleveland Commemorated with a Landmark
(Due: Sunday, February 26, 2017)
Week 6 (February 19-25):

Reading Assignment: *A Ghetto Takes Shape*, Chapter 6, “Leadership, Politics, and Institutions”

Viewing Assignment2/Discussion 2: *A Savage Legacy* and *DeForce: The Past, Present, and Future*  
(Due: Monday, March 6, 2017)

Homework Assignment 4 on William Wells Brown  
(Due: Sunday, February 19, 2017)

Week 7 (February 26-March 4):

Reading Assignment: *A Ghetto Takes Shape*, Chapter 7, “The Great Migration and the Consolidation of the Ghetto”

Homework Assignment 5 on John Malvin  
(Due: Sunday, March 5, 2017)

Week 8 (March 5-11):

Reading Assignment: *A Ghetto Takes Shape*, Chapter 8, “Racism and High Tide”

Viewing Assignment 3/Discussion 3: *Bill Moyers Journal: Race and Politics in America’s Cities*  
(Due: Monday, March 27, 2017)

Homework Assignment 6 on Cleveland Black Newspapers  
(Due: Sunday, March 12, 2017)

Week 9 (March 12-18): SPRING BREAK

Week 10 (March 19-25):

Reading Assignment: *A Ghetto Takes Shape*, Chapter 10, “Progress and Poverty in the Black Community”

Reading Assignment: *A Ghetto Takes Shape*, Chapter 9, “Occupations in Flux: The Industrial Breakthrough”

Homework Assignment 7 on Quantitative Data  
(Due: Sunday, March 26, 2017)

Homework Assignment 8 on Qualitative Data  
(Due: Sunday, March 26, 2017)

Week 11 (March 26-April 1):

Reading Assignment: *A Ghetto Takes Shape*, Chapter 11, “Toward the New Negro”
Homework Assignment 9 on April 3 Speeches by Dr. King and Malcolm X  
(Due: Sunday, April 2, 2017)

**Week 12 (April 2-8):**

Reading Assignment: [Cleveland Metropolitan Reader](#), “A Case Study of Economic Restructuring”

PowerPoint 2 Photo Summary of [A Ghetto Takes Shape](#)  
(Due: Monday, April 17, 2017)

**Week 13 (April 9-15):**

Reading Assignment: [Cleveland Metropolitan Reader](#), “The Impact of Poverty on Cleveland Neighborhoods” and [Crimes And Commissions](#). New Yorker, 0028792X, 12/8/2014, Vol. 90, Issue 39

Viewing Assignment 4/Discussion 4: [In Search of a Common Destiny](#)  
(Due: Monday, April 24, 2017)

Paper 1 On a Cleveland Chapter of a National Black Organization  
(Due: Friday, April 21, 2017)

**Week 14 (April 16-22):**

Reading Assignment: [Cleveland Metropolitan Reader](#), “Between Spires and Stacks: The People and Neighborhoods”

Homework Assignment 10  
(Due: Saturday, April 22, 2017)

**Week 15 (April 23-29):**

Reading Assignment: [Cleveland Metropolitan Reader](#), “The Development of Public Housing”

Viewing Assignment 5/Discussion 5: [Housing America: Demographics and Development](#)  
(Due: Monday, May 1, 2017)

**Week 16 (April 30-May 6):**

Research Paper 2 on a Black Institution in Cleveland (Karamu House Theater, Phillis Wheatley Association, or the Call & Post)  
(Due: Monday, May 8, 2017)

All Quizzes must be completed by Friday, May 12, 2017. However, I strongly encourage you to complete the quizzes on a weekly basis in accord with the scheduled reading assignments. Otherwise, this course also includes the previously announced papers (2), PowerPoint presentations (2), discussions (5), and assignments (10).
## SPRING 2017 Course Calendar of Due Dates:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Written Assignments</th>
<th>Grade Percentages</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, February 26</td>
<td>Landmark PowerPoint Presentation</td>
<td>5%</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Monday, April 17</td>
<td>PowerPoint Presentation Photo Summary of A Ghetto Takes Shape</td>
<td>5%</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Friday, April 21</td>
<td>Research Paper #1</td>
<td>20%</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Monday, May 8</td>
<td>Research Paper #2</td>
<td>30%</td>
<td>300 pts.</td>
</tr>
<tr>
<td>Friday, May 12</td>
<td>All Quizzes</td>
<td>10%</td>
<td>100 pts.</td>
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<td></td>
<td></td>
<td>(10 Quizzes worth 10 pts. Each)</td>
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<tr>
<td>Sundays after they are assigned</td>
<td>All Class Assignments</td>
<td>15%</td>
<td>150 pts.</td>
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<td>(10 Assignments worth 15 pts. Each)</td>
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<tr>
<td>Mondays after the week they are assigned</td>
<td>Discussions</td>
<td>15%</td>
<td>150 pts.</td>
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<td>(5 Discussions worth 30 pts. Each)</td>
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</table>

Below is a summary of the grade weights based on percentages for the seven course components:

- **94 -100** A
- **90 -93** A-
- **87 – 89** B+
- **83 – 86** B
- **80 – 82** B-
- **77 – 79** C+
- **70 – 76** C
- **60 – 69** D
- **59 – Below** F

**NOTE:** The Schedule and Assignments may change at the discretion of the instructor. Please check Course Messages for any announced changes.