The course will cover a wide range of historical and contemporary perspectives on the social, cultural, geographic, economic and political development of Cleveland with emphasis on the African-American experience. The course will focus on factors that have contributed to the growth and decline of Cleveland and the forces that have affected the African-American community. The course objectives are to develop an understanding of the past and present experiences of African-Americans in Cleveland, an appreciation for greater Cleveland’s diverse populations, and enhance writing, research, critical thinking and analytical skills.

**REQUIRED TEXTBOOKS**


The instructor will utilize the *Publication Manual of the American Psychological Association* in grading your writing assignments. The manual is not a required text, but it is strongly recommended that you be familiar with APA style format. New and used copies of the manual are available at the CSU bookstore:


For additional information and resources on APA Style, please refer to the following websites:

American Psychological Association – APA Style Help
http://www.apastyle.org/elecref.html
Reference Desk: Citation Guides/APA Style Format
http://www.ulib.csuohio.edu/research/vrd/citations.html

**COURSE REQUIREMENTS**

Final grades will be based on the following:

1. Two Reading Summaries – 10%
2. Five Online Quizzes – 25%
3. Class Participation and Attendance – 10%
4. Writing Assignments - 45%
5. Final Exam - 10%
Assignments and Course Requirements

1. **Reading Summaries – 10%**

   Each student will complete two (2) Reading Summaries during the semester. Each student will be assigned to one of three groups (A, B, or C) and will prepare Reading Summaries for the class sessions indicated on the Course Outline. Further information and a sample format will be posted on Blackboard. Each summary is worth 5% of the final grade.

2. **Online Quizzes – 25%**

   The best five (5) of the six online quizzes will count toward the final grade. Quizzes will be posted in Weeks 3, 5, 7, 9, 11 and 13. These quizzes will generally test your comprehension of the reading material. The quizzes are “open book” and will be in an objective format. You will be allowed multiple attempts to complete each quiz. Quizzes must be completed by the assigned due date. The instructor will drop the lowest score prior to calculating final grades.

3. **Class Participation and Attendance - 10%**

   Your grade will be based on your attendance and regular, constructive participation in class discussions, asking relevant questions, answering the instructor and classmates’ questions, responding when called upon. Other factors in class participation include punctuality, staying the entire class period, turning off cell phone, not using laptop, meeting assignment deadlines, and evidence of engagement in class, e.g., note-taking, attentiveness. Over three absences will be an automatic deduction of five (5) percent from this grade. Leaving class early or tardy three times will equal one absence. Excessive absenteeism will impact your final grade. Please see Attendance Policy below for further information.

4. **Writing Assignments – 45%**

   Writing assignments must be typed, double-spaced with 1” margins and 12 point Times New Roman font. No abstracts are required for any of the writing assignments.

   **Book Review (20%):** Each student will write a critical book review of *A ghetto takes shape: Black Cleveland, 1870-1930*. This assignment will be 1,500 to 2,000 words in length or about 6-8 pages. Further instructions and the book review rubric will be posted on Blackboard.

   **Research Essay (25%):** Each student will write a research essay. Students will develop their research topic around themes that will be posted on Blackboard. Students will be required to submit their research question or specific topic for review and feedback from the instructor approximately a month before the paper’s due date. Students will be required to submit a hard copy of their papers in class as well as to Turnitin.com. The course number and password for Turnitin will be posted on Blackboard with further information about the research paper. The essay will draw on material from required textbooks and other research sources. The essay must be between 2,000 and 2,500 words in length or about 8-10 pages.

   This class may be used to fulfill the CSU requirement for Writing Across the Curriculum (WAC). Please note that the student must receive a “C” or better grade in the course to fulfill
the WAC requirement. The student will not fulfill the WAC requirement with a grade of “D” or lower.

**NOTICE:** Each student must submit and receive a passing grade on the Book Review and Research Essay assignments. No student will be given a final grade higher than “D” if they do not submit these assignments and receive passing grades on these assignments regardless of their scores on other work in the class.

5. **Final Exam – 10%**

Students will have a choice of taking the Final Exam in-person or online. The in-person classroom Final Exam is scheduled on Tuesday, December 8, 2015 from 10:15 a.m. to 12:15 p.m. The online exam will be two hours and one attempt. The exam will consist of objective questions and will be an “open book” exam. You may use textbooks, assignments, and notes while taking the exam.

### FINAL GRADES

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
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<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>Below 60</td>
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### UNIVERSITY AND COURSE POLICIES

**PLAGIARISM/CHEATING/ACADEMIC MISCONDUCT:** Using someone else’s ideas or phrasing and representing them as your own, either on purpose or through carelessness, is a serious offense known as plagiarism. “Ideas or phrasing” includes written or spoken material from whole papers and paragraphs to sentences and phrases, but it also includes statistics, lab results, artwork, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (on-line or otherwise) which offers to sell written papers for a fee. You should be aware that the university possesses software to detect plagiarism. Plagiarism will result in an “F” on the assignment and, depending on the severity of the case, an “F” in the course and disciplinary action by the university. Please review CSU’s policy on academic misconduct on page 48 of the Student Conduct Code: https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf

**Late Assignments:** Assignments submitted the next class session after the due date will be penalized 25%, and 50% if submitted one week late. If you believe that you have a valid reason for submitting an assignment after the due date, please contact the instructor immediately. The instructor has the discretion to waive (or reduce) the penalty or not depending on the student’s reason. No credit will be awarded beyond one week after the due date for any reason.
**Submission of Assignments:** Written assignments must be submitted in person in class on the due dates. On days when assignments are due, leaving class early will nullify submission of the assignment. No email or Blackboard submissions will be accepted.

**Attendance:** Attendance will be taken at the beginning of each class. Absences are only excused for a real emergency (severe accident, illness, death of immediate family member, rare work emergency, school-sanctioned activity, military service, etc.) with valid documentation in hand presented to the instructor prior to or immediately after the absence. Students who miss ten (10) or more classes will not be given a final grade higher than “D” regardless of their scores on other work in the class. Leaving class early or tardy three times will equal one absence. Announcements will normally be made at the beginning of class and not repeated for the benefit of latecomers.

**Class Conduct:** Class participation is strongly encouraged and supported. The utmost respect must be given at all times even when there are differences of opinion and perspectives. The use of cell phones and other electronic devices is strictly prohibited. Laptops/tablets may only be used to take lecture notes, and must be emailed to me immediately following class for my assessment (d.whyte@csuohio.edu). It is disturbing if you have conversations with your neighbors during class. If you habitually disrupt the class, you will be asked to leave. If anyone feels disturbed by someone else’s behavior, please do not hesitate to bring this to the instructor’s attention. [https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf](https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf)

**Students with Special Needs:** Any student who feels that he or she may need an accommodation based on the impact of a disability should consult with the staff in the Disability Services Office (MC 147; 687-2015) and provide official documentation to the instructor as soon as possible.

**Writing Assistance:** Students may contact the Writing Center for assistance with writing assignments. The Writing Center is located in Rhodes Tower 124 (Library). Students should use the American Psychological Association (APA) format for citations and references.

**ACKNOWLEDGEMENTS AND RESERVATIONS**

Significant portions of this syllabus are based on the syllabi for UST 202 by College of Urban Affairs instructors, Dr. Jordan Yin and Mr. Prester Pickett.

Please note that the instructor reserves the right to make modifications to the course content and course requirements at any time during the semester and will notify students promptly of any changes.
WEEKLY COURSE OUTLINE

Reader: Cleveland: A metropolitan reader
Kusmer: A ghetto takes shape: Black Cleveland, 1870-1930
BB: Readings posted on Blackboard

Week 1
Aug. 25/27
Introduction to Course Outline & Assignments
 Reader: Miller, C.P. & Wheeler, R. A. Cleveland: The making and remaking of an American city
 Reader: Miggins, E. M. Between spires and stacks: The people and neighborhoods of Cleveland

Week 2
Sept. 1/3
Kusmer: Preface
Chapter 1: Almost equal: Black Cleveland before 1870
Chapter 2: Urban change and roots of the ghetto

Week 3
Sept. 8/10
Kusmer: Chapter 3: The eclipse of equality: Racial discrimination
Chapter 4: Occupational decline
➢ Quiz #1 to be completed by September 10

Week 4
Sept. 15/17
Kusmer: Chapter 5: Class and culture in the black community
Chapter 6: Leadership, politics, and institutions
➢ Reading Summary due for Group A

Week 5
Sept. 22/24
Kusmer: Chapter 7: The Great Migration and the consolidation of the ghetto
Film. By river, by rail: History of Black Migration
➢ Reading Summary due for Group B
➢ Quiz #2 to be completed by Sept. 24

Week 6
Sept. 29, Oct. 1
Kusmer: Chapter 8: Racism at high tide
Chapter 9: Occupations in flux: The industrial breakthrough
➢ Reading Summary due for Group C

Week 7
Oct. 6/8
Kusmer: Chapter 10: Progress and poverty in the black community
Chapter 11: Toward the New Negro
Film: The sprawling of America: Inner-city blues
➢ Quiz #3 to be completed by Oct. 8
Week 8  
Oct. 15  
*Columbus Day – Oct. 13 – No Classes*

Reader: Chandler, M. O. Politics and the development of public housing

- **Book Review due Oct. 15**

Week 9  
Oct. 20/22  
BB: Michney, T. Constrained communities: Black Cleveland’s experience with World War II public housing. *Journal of Social History*

*Reader: Coulton, C. & Chow, J. The impact of poverty on Cleveland neighborhoods*

- Quiz #4 to be completed by Oct. 22

Week 10  
Oct. 27/29  
BB: Moore, L. N. The school desegregation crisis of Cleveland, Ohio, 1963-1964. *Journal of Urban History*

*Film: Brick by brick: A civil rights story*

- Reading Summary for Group A
- Research Essay question or topic due Oct. 29

Week 11  
Nov. 3/5  
Reader: Nelson, W. E. Evolution of black political power


- Reading Summary due for Group B
- Quiz #5 to be completed by Nov. 5

Week 12  
Nov. 10/12  
BB: Wilson, W.J. Being poor, black and American. *American Educator*

BB: Squires, G.D. & Kubrin, C. E. Privileged places: Race, opportunity and uneven development of urban America. *National Housing Institute*

- Reading Summary due for Group C

Week 13  
Nov. 17/19  


- Quiz #6 to be completed by Nov. 19
Week 14
Nov. 24

Film:  *Cleveland: Confronting decline in an American city*

*Thanksgiving Holiday Recess – Nov. 26 – 29 – No Classes*

Week 15
Dec. 1/3

Reader: Hill, E. W. The Cleveland economy: A case study of economic restructuring


Research Essay due Dec. 1

Week 16
Tues., Dec. 8

Final Exam

10:15 a.m. – 12:15 p.m.

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 themselves as central to the course.

2. This course provides students with knowledge of the field of Urban Studies and analyzes the African-American experience.

3. The 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**

Critical Thinking criteria:

1. The course requires that at least 15% of the student’s grade in the course is based on an evaluation of critical thinking.

2. The 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).
Information Literacy criteria:

1. At least 15% of the student’s grade in the course is based on an evaluation of information literacy.

2. The course requires students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.

3. The course requires students to address the ethical and legal uses of information, including the preparation of writing assignments that make proper use of research sources.

Writing Across the Curriculum

The course fulfills the Writing Across the Curriculum (WAC) requirement. This course meets the WAC requirements as follows:

1. The course requires students to write between 3,000 and 5,000 words (10-20 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. The students will be assigned writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of papers. This feedback should not consist entirely of mechanical correction of punctuation and grammar.

5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.

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.