

UST202 Cleveland: African-American Experience (Blackboard only)

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Course Description and Objectives

Cleveland, Past, Present, and Future is an African American Experience course designed to explore the major economic, political, and social issues that have influenced the development of Cleveland for the past two hundred years, particularly from the perspective of the African American community.

A primary objective of this course is to provide students with opportunities to improve their writing skills. This course is a university “*writing across the curriculum*” (WAC) course, and an emphasis is placed on improving your composition skills through feedback and draft polishing. These feedback cycles take time, thus no assignments will be accepted late except in extenuating circumstances (as determined by the instructor). ***Talk to the instructor as soon as possible if you are having trouble keeping pace with the class.***

UST 202 (African American Experience)

General Education Statement: 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.

Writing Across the Curriculum 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:
<http://www.ulib.csuohio.edu/research/vrd/citations.html>;
or go to the APA website, <http://www.apastyle.org/>
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 Format, Assignments, and Grading

ATTENDANCE.

- All "attendance" is through online participation.
- High-level of personal responsibility towards completion of readings and assignments in a timely manner.
- **You are ultimately responsible**, as the student, to stay up to date with course requirements and updates via the course website.

ASSIGNMENTS.

- Satisfactory performance will need to be demonstrated in the writing assignments in order to receive a passing grade for the class.
- All writing assignments must be submitted double-spaced, using 12 point Times New Roman font and standard 1" margins.
- Students are expected to complete all assignments on the assigned dates.
- Assignments are available in the *Assignments* section on "Blackboard".
- Grades will also be posted on "Blackboard" for all completed assignments.

Late assignments will be penalized 5% per day late. Acceptance of late assignments is at the discretion of the instructor.

ONLINE DISCUSSION BOARD

The online discussion board is an exercise in "*writing-to-learn*." It is intended to foster a deeper understanding of the course materials than mere rote memorization or recitation.

- All discussion board topics will be posted by Saturday evening of each week.
- You have the duration of the week (from Sunday to the following Sunday) to respond to the discussion questions.
- Participation in online discussions is dependent upon completion of the reading assignments.
- The **minimum standard** for participation in online discussions is to:
 - 📖 Read each posting by the instructor as well as fellow students
 - 📖 Post an original message related to the instructor's discussion topic/question before posting to other student discussions
 - 📖 Respond to at least one message posted by a fellow student for each discussion topic posted by the instructor.
 - 📖 Post a unique response; repeating what students wrote previously will not be given full points.
 - 📖 It is imperative that the instructor's discussion board questions/comments be answered/ addressed completely in order to obtain full credit for that week's discussion board. (e.g. If I ask why is environmental justice important and for an example of a unique environmental justice issue that you are aware of, you need to be sure to address both portions of the question for full credit).

RESEARCH PAPER GUIDELINES

- The research paper assignment is a "writing-to-communicate" exercise, which emphasizes proper writing style, grammatical correctness, coherence, and focus.
- It is intended to help develop collegiate-level writing skills.
- For this assignment, you may select one topic of interest from the list below.
- Grades based on content, analysis and insight, detail, grammar, and punctuation.
- Students will receive feedback (grades, comments, and suggestions for improvement)
- **The minimum requirements for the paper are 2,500-3,000 words (10-12 page, double-spaced, 12- point font, with 1" margins) paper.** A list of possible topics will be posted on Blackboard.

NOTE: When using quotations in your writing, always set them off with quotation marks and appropriately cite the author. Also be sure to attribute credit to an author when paraphrasing information from a source. Paraphrasing is the act of restating the author's words or ideas in your own words.

- ✓ When using internet sources during your research, only choose those which are reputable and scholarly.
- ✓ If it can't be found in the CSU library, it probably isn't a good source.
- ✓ For example, an online version of an article from the American Planning Association (APA) is a good source, but a citation from www.jennifersthoughts.net is probably a terrible source for research information!
- ✓ WIKIPEDIA is also NOT an academic source for citations, so please don't use it for your research paper!
- ✓ If you need additional guidance regarding how to construct a research paper, please access the resources provided below under *Optional Readings* and/or contact the CSU Writing Center.

Format your research paper using APA guidelines. If you need more information on how this is done, see: <http://library.csuohio.edu/research/vrd/citations.html>. Grammar, spelling, and language use will be graded along with content, so be sure to use spell check!

For students interested in additional writing assistance, the Writing Center is available and is highly recommended, located in Rhodes Tower Rm.105.

You are expected to turn in a polished draft of your paper using the Assignments section of Blackboard. This draft will be returned to you with corrections/guidance for you to revise and resubmit by its final due date. Instructor revisions do not guarantee that you will obtain all points for the paper, but may help to guide you if you are encountering problems.

YOUR FINAL GRADE IS BASED ON THE FOLLOWING ASSIGNMENTS:

<u>Assignments</u>	<u>Points</u>
15 Class participation/weekly discussion postings (5 pts each)	75
2 Homework assignments (50 pts. each)	100
2 Online Quizzes: Midterm/ Final (25 pts each)	50
<u>RESEARCH PAPER (including 10 pts for a draft version)</u>	<u>110</u>
Total possible points	385

Grading scale is as follows:

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

***NOTE*: This syllabus, and the course assignment due dates are subject to change at the Instructor's discretion. You will be notified by a *Blackboard Announcement* of any changes.**

Academic Misconduct. Cheating or collaborating on assignments, plagiarism (copying others work in any form without proper reference and citation), or any other form of academic misconduct is strictly prohibited and will not be tolerated. Consequences for academic misconduct are based on university regulations, and are grounds for the grade of "F" for the course.

The CSU Student Handbook defines plagiarism as "Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. 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."

Please refer to the university student handbook for further information, including penalties for plagiarism at <http://www.csuohio.edu/studentlife/conduct/acadregs.html>.

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 he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216-687-2015. The Office is located in UC304. 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.

Required and Optional Reading Materials

The following 3 required texts can be purchased at the CSU bookstore or online. They may also be available at the University library or through the Ohiolink library system.

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

**Miller, Carol Poh and Wheeler, Robert. Cleveland a Concise History, 1796-1996
Bloomington, IN: Indiana University Press, 1997**

Other required course readings can be found on CSU's *Electronic Course Reserve (ECR)*, or on the Internet, as directed by the course schedule below. CSU's Electronic Course Reserve (ECR) is available at the following website: http://scholar.csuohio.edu/screens/m_course.html

Optional readings that may help you polish your writing skills are available at CSU's University library Virtual Reference desk, accessible at: There you will find style guides, writing guides, dictionaries, and thesauri at your fingertips, including several guides on APA formatting style.

Course Schedule and Weekly Reading Assignments

ECR means reading is available on Electronic Course Reserve through the Univ. library.

WEEK 1:

TEXTBOOK: Cleveland, A Concise History pp. 1-68

Optional readings available Online:

- James Wallen, Cleveland's Golden Story pp.1-35.
<http://www.clevelandmemory.org/ebooks/wallen/>
- Samuel J. Baker, The Original Surveys of Cleveland (1884)
<http://www.csuohio.edu/CUT/Clev1884.htm>
- Charles Whittlesey, The Early History of Cleveland (1867) pp.165-189.
<http://www.clevelandmemory.org/ebooks/whittlesey/>

WEEK 2:

TEXTBOOK: A Ghetto Takes Shape pp. 3-31.

TEXTBOOK: Cleveland, A Metropolitan Reader pp. 11-48.

Optional readings available Online:

- Callahan and Hickey, Irish Americans and Their Communities of Cleveland, pp. 108-115.
www.clevelandmemory.org/irish/indexhtml
- Gene P. Veronesi, Italian Americans and Their Communities of Cleveland, pp. 163-234.
www.clevelandmemory.org/italians
- Chuck Kaczynski, "The Development of a Polish-American Industrial Community, 1882-1919," Crooked River Magazine (Issue 2), March 2000.
www.academic.csuohio.edu/clevelandhistory/issue2/issue.2htm
- Susan Papp, Hungarian Americans and Their Communities of Cleveland, pp. 152-208.
www.web.ulib.csuohio.edu/hungarians
- Nichole Bahrt, Mark Steinbrummer, and Hilary Stites, "The Flats in 1880 to 1920."
www.academic.csuohio.edu/clevelandhistory/issue2/issue2.htm

WEEK 3:

TEXTBOOK: A Ghetto Takes Shape pp. 35-65

TEXTBOOK: Cleveland, A Metropolitan Reader pp. 87-96

TEXTBOOK: Cleveland, A Concise History, pp. 69-112

HOMEWORK 1 DUE SAT. BY 11:59PM TO BLACKBOARD ASSIGNMENTS

WEEK 4:

TEXTBOOK: A Ghetto Takes Shape pp. 66-156

WEEK 5:

TEXTBOOK: A Ghetto Takes Shape pp. 157-189

TEXTBOOK: Cleveland, A Metropolitan Reader pp. 265-282

TEXTBOOK: Cleveland, A Concise History, pp. 113-128

Optional readings available Online:

- Christopher Wye, "Black Civil Rights," Cleveland: A Tradition of Reform, pp. 113-135. (AVAILABLE ON ECR)
- Langston Hughes, "Central High School," Anthology of Western Reserve Literature, pp. 143-148. (AVAILABLE ON ECR)

WEEK 6:

TEXTBOOK: A Ghetto Takes Shape pp. 190-274

HOMEWORK 2 DUE BY SAT. AT 11:59PM TO BLACKBOARD ASSIGNMENTS

WEEK 7:

TEXTBOOK: Cleveland, A Metropolitan Reader pp. 97-132

TEXTBOOK: Cleveland, A Concise History, pp. 129-165

WEEK 8:

TEXTBOOK: Cleveland, A Concise History, pp. 166-198

Optional readings available Online:

- Arnold Brunner, "Cleveland's Group Plan"
<http://www.library.cornell.edu/Reps/DOCS/brunner.htm>
- Walter C. Leedy Jr. "Cleveland's Terminal Tower-The Van Sweringens Afterthought" The Gamut No. 8 (Winter 1983) pp. 39-62. AVAILABLE AT:
<http://www.clevelandmemory.com/SpecColl/gamut/1983w/ctt/>

QUIZ 1 AVAILABLE THIS WEEK ONLY. SUN. – SUN.

WEEK 9:

TEXTBOOK: Cleveland, A Metropolitan Reader pp. 135-174

WEEK 10:

TEXTBOOK: Cleveland, A Metropolitan Reader pp. 179-227

WEEK 11:

TEXTBOOK: Cleveland, A Metropolitan Reader pp. 228-259

Optional readings available Online:

- Porter, Cleveland Confused City on a Seesaw, pp.174-188.
<http://clevelandmemory.org/SpecColl/porter/table.html>

DRAFT RESEARCH PAPER DUE SUN. BY 11:59 TO BLACKBOARD ASSIGNMENTS

WEEK 12:

TEXTBOOK: Cleveland, A Metropolitan Reader, pp. 283-305

Readings to be obtained Online:

- Wye, “Black Civil Rights” Cleveland: A Tradition of Reform, pp. 122-135. **(available on ECR)**

WEEK 13:

TEXTBOOK: Cleveland, A Metropolitan Reader, pp. 311-370

WEEK 14:

All Readings are Available Online This Week:

- Porter, Cleveland A Confused City on a Seesaw, pp. 227-279.
<http://clevelandmemory.org/SpecColl/porter/table.html>
- “Cleveland Rebounds through Collaboration” American City and County (1996) pp. 1-2.
http://americancityandcounty.com/mag/government_cleveland_rebounds_collaboration/
- “The Q Arena Facts”
<http://www.theqarena.com/arenainfo/history.php>
- Greater Cleveland Partnership Strategic Plan
<http://www.flipseekllc.com/gcp2008strategic.html>

QUIZ 2 AVAILABLE THIS WEEK ONLY. SUN. – SUN.

WEEK 15:

Final Paper DUE by Friday by 11:59pm.

GUIDELINES FOR FOCUSING ON LEARNING IN ONLINE CLASS DISCUSSIONS

1. Release the need to be right. Welcome one another's thoughts and opinions as a way to better understand the potential limitations of your own assumptions. It is a good thing to have others think differently than you.
2. In cases where the instructor has posted multiple part questions, make sure that you respond to each part when posting your message.
3. Put yourself in the shoes of the person with whom you are communicating. Make sure that you send a message that will be understood in the manner that you intended. Remember that there is "intent" (what you intend), and "impact" (how someone else perceives what you are trying to communicate). In successful communication, the two are the same.
4. Make personal statements by using "I" rather than "you..."
5. Clarify first what was said before you challenge someone, e.g., "If I understand you correctly, you believe..."
6. Deal courageously with difficult situations, e.g., by not lapsing into pseudo-community (superficial politeness that avoids healthy conflict).
7. Think through your response before you type it on the discussion board. It may even help you to type it out in "Word" first (using spell-check when necessary!!) and then cut and paste it (avoids typos too!)
8. Remember, once you post a message, it cannot be retrieved so make sure that the language you use is appropriate.

Adapted from CIIS Intro to Transformative Leadership, Petty Perris, and by Wendy Kellogg from a CSU division of Minority Affairs and Community Relations and the Department of Human Resource Development and Labor Relations workbook.

CSU Urban Studies Computer Labs & Technology Issues Urban Rooms 39 and 40, Lower Level.

Information

UR 40 is the primary student computer lab with 33 stations. UR 39 is a teaching lab with 16 stations and is also used when UR 40 is overloaded. Every CSU student can access these computer labs using your campus net login and password. The labs are PC based with a Windows 2000 operating system.

Students with technology-related issues including desktop support, printing, email, BlackBoard, software issues, etc. should call CSU's IS&T call center at **216.687.5050** or email **call.center@csuohio.edu**.

See the IS&T website, **<http://www.csuohio.edu/ist/needhelp.shtml>**.

NEED HELP?

There are several ways you can get help with technical issues for your elearning course. Follow these easy steps whenever you have a technical problem or question.

Note: If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

1. Students who need technical assistance should first consult the Ask eLearning knowledge base (<http://www.csuohio.edu/elearning>). Students can search the knowledge base for relevant articles and submit general technical support questions. Questions submitted to the Ask eLearning knowledge base are answered daily during normal business hours. Students can generally expect a response in less than one business day. Questions can be submitted 24 hours a day for response during the next business day.

2. For more urgent or specific problems, students who need technical support can contact the Call Center via phone (216-687-5050), the web, or email call.center@csuohio.edu. For email submissions, please provide your CSU ID number for the fastest response. The Call Center will either resolve the problem or submit a help ticket to the Center for eLearning. eLearning students should receive a response to help tickets either next business day for items submitted after 3 pm or the same business day for items submitted before 3 pm. Call Center hours vary during the academic year.

FREQUENTLY ASKED QUESTIONS (FAQs):

Q. When are assignments due?

A. See Course Schedule in Syllabus or Assignments area of Blackboard site. Also remember to check the Announcements for weekly reminders and/or changes.

Q. How do I check my grades?

A. Click on My Grade. You will find it along the left hand column menu on the Blackboard course site.

Q. Can I email you my assignments?

A. Please submit all assignments under the appropriate section in Blackboard, NOT by email.

Q. I can not find someone's email address on the list in the course. What should I do?

A. Go to the bottom right of the screen and click on the little green arrow. You will get a drop-down menu. Click on ALL and then click on the green arrow again. Your screen will refresh and you will get the whole roster of names for the course. This little green arrow also shows up on other pages in Blackboard such as under the Announcements section when the list of weekly announcements grows long.

Here are some general comments about the course that should help you navigate your way through a successful experience in UST 302 on-line:

- Check the Blackboard course site frequently to receive course updates, respond to emails, etc. The Instructor checks the course site frequently, including weekends.
- Please give the Instructor or Teaching Assistant a full week to grade the shorter assignments, and two weeks to grade your two long papers. The Instructor or TA will send out an Announcement or an Email in Blackboard stating that the respective grades have been posted.
- Remember that your relationship with the instructor is an Internet relationship. She cannot know what is going on in your life as it pertains to the course if you do not communicate with her. Please make every effort to convey your concerns or questions to the Instructor, and she will make every effort to address these issues in a satisfactory and timely fashion.
- There is really no excuse for missing any weekly assignments. Once something is made available, it is open 24-7 until the time it is due. Therefore, you should be able to plan around your business trip, sister's wedding, birth of your child (hopefully), etc. Things happen, but please be aware that any emergency involving a request for a time extension requires a valid written excuse (hospital notice, jury duty notice, etc.), and acceptance of such an excuse at the discretion of the Instructor.

What Online Students Want to Tell New Online Students

Adapted from the Connecticut Distance Learning Consortium, Retrieved April 14, 2009, from <http://www.ctdlc.org/Evaluation/WhatStudentsWantToTell.html>.

- Online learning is time consuming. Many students believe that online learning is more work than traditional classroom learning. It may not take more total time since you don't have to drive to class, find a place to park, and sit in class, but it should seem that you are spending more time than what you are used to in terms of "homework." Reading and writing always take longer than talking and listening.

- It helps to be clear about your technical skills. Make sure your computer, keyboarding, email, and attachment skills will support your learning online.
- Choose your professors wisely. Just like a traditional class, some professors are better than others at teaching online.

- Your ability to interact on line may be constrained by your writing and typing abilities.

- Online courses require self-discipline. Even when there are definite deadlines, you must make yourself go do the work.

- Online learning gets easier after you get used to it.

- Most online classes use a threaded discussion forum or bulletin board for class discussions. Students have differing reactions to this form of communication:
 - Some people don't like the lack of face to face interactions. "I'm a big people person and quite social." "The way we can see people's facial expressions and hear their voices makes a major difference." "Online classes are great, but not for me."

 - Some people like the online discussion because they allow students to think before they write rather than traditional classroom discussions which "tend to be blurts of raw, not necessarily thought out ideas."

 - People who are "shy" or don't speak up in class seem to like this format. "I felt I was more inclined to participate and express myself in the online format, as opposed to the classroom situation where I feel self-conscious about raising my hand."

 - Because shy people "speak up", some students like the fact that they hear from all of their classmates, not just the most vocal.