



Cities and Suburbs

An investigation of where we live, how, and why, from early United States history to the present.

HIS 364 Fall 2011

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Welcome to **Cities and Suburbs in American History**, a course in United States history that will focus attention on the evolution of urban and suburban communities beginning with seaports of the eighteenth century and continuing to the security-conscious cities of today. Why do we live where we do? How do people interact in urban and suburban communities? What opportunities and challenges do residents and leaders of cities and suburbs confront? Especially, how are the histories and futures of cities and suburbs connected with each other? Does it make sense to think of suburbs as separate from cities?

We will approach these questions from two perspectives: First, through the lived experiences of the inhabitants of cities and suburbs expressed in their own words. Also, from the perspective of historians, journalists, and other writers who have researched and reflected on urban and suburban history. The approach of this class will be highly collaborative, placing greater dependence on discussion and problem-solving than on lectures (although there will be some of those as well). Your enrollment in this class will be viewed as your agreement to fully participate in this process.

Course materials

- Chudacoff and Baldwin, *Major Problems in American Urban and Suburban History*, 2nd edition
- Jackson, *Crabgrass Frontier: The Suburbanization of the United States*

Requirements

- **Preparation / Participation** – Includes attendance, demonstrated preparation of assigned reading, and active participation, especially in group work (10% of course grade). Also includes any quizzes that may be given at the discretion of the professor to assure preparation for class.
- **Investigative paper based on an approved question and materials you choose**, 5-8 pages, 20% of course grade. Requirements include questions proposal and bibliography; option of draft for advance feedback.
- **Two analytical essays based on course materials**, 5 pages each; each 20% of course grade. (These are the equivalent of essay questions for the midterm and final exams, but are in the form of take-home papers.)
- **Midterm exam** and **Final exam** (in addition to the essays noted above), short-answer questions based on reading and material presented in class; each 15% of course grade.

Professor's Draconian Policies:

<p>Attendance, Participation, and Preparation</p>	<p>Participation means recognizable preparation for class, engaged listening, note-taking, and substantive contributions to discussion, especially when working in collaboration with other students. Attendance alone does not merit an "A" for participation. Distracted behavior such as text-messaging and leaving the room during class will be viewed as a lack of participation and will lower your participation grade.</p> <p>To participate, of course you must be present. If you are absent for more than three classes, your participation grade will be lowered by one letter, and again by an additional letter for each additional three classes missed. A signup sheet will be provided to record attendance, and it is your responsibility to sign it. <i>A failing grade for participation will result in a failing grade for the course overall.</i></p> <p><u>Absences:</u> If you are absent, it is not necessary to inform the professor of the reason unless unusual continuing circumstances arise. (The three absences permitted before a grade reduction are intended to provide for illnesses and other emergencies.) If you are absent, please contact a fellow student for notes.</p>
<p>Electronic devices</p>	<p>To assure that we remain focused on human interaction and the course materials, the use of electronic devices, including laptop computers, is not permitted unless directed for in-class activities (which will be announced in advance). If you have a certified disability that requires use of a keyboard for note-taking, please notify the professor.</p>
<p>Deadlines</p>	<p>Late papers will not be accepted. Exceptions will be granted only in cases of documented emergency. Bring your work to class – do not leave it in the professor's mailbox or under an office door. Do not send e-mail attachments without asking first.</p>
<p>Exams</p>	<p>Exams must be taken at the scheduled times, <u>including the final exam</u>. Makeups will be granted only in cases of documented emergency. Do not make any travel plans that will conflict with the scheduled time for the final exam.</p>
<p>Communication</p>	<p>How to reach the professor: E-mail (preferred): cmires@camden.rutgers.edu. Voice mail: 856-225-6069. Office: Armitage 352 (History Department), but a move may occur in October. Office hours: After our class on Wednesdays, 4:15-5:45 or later as needed; also by appointment.</p> <p>The e-mail addresses in the Sakai system will be used for class-wide communication. Check your email regularly. Communications also will be posted in the form of announcements on the Sakai site for our course (along with other useful materials, such as this syllabus). To access, go to http://sakai.rutgers.edu. A mobile app for Sakai also is available on the Sakai web site.</p>

Grades. Rutgers defines letter grades as follows. Please note that “A” is reserved for work that is “Outstanding,” a step beyond “Good.” Also note that the grade associated with “Satisfactory” – not rising to the level of good or outstanding – is a “C.” These are high standards, and we will adhere to them in this course.

A	(4.0)	Outstanding
B+	(3.5)	
B	(3.0)	Good
C+	(2.5)	
C	(2.0)	Satisfactory
D	(1.0)	Poor
F	(0.0)	Failing

Academic Integrity: The university’s academic integrity policies will be enforced in all respects. Please familiarize yourselves with these policies and be aware of the consequences for any acts of dishonesty, including plagiarism: <http://www.camden.rutgers.edu/RUCAM/Academic-Integrity-Policy.php>

Schedule

In addition to the assignments below, quizzes or short writing assignments may be added if needed to assure thorough preparation or enhance discussion. Readings may also change, but not significantly.

To prepare well for each class, you will need at least two hours to give undivided attention to the reading. On a day-to-day basis, pay closest attention to the documents and essays in the *Major Problems* book. The *Crabgrass Frontier* book provides additional background to these readings and will be referred to in class as well as included in the midterm and final exams.

Whenever documents discussion is indicated, the class time will be spent primarily in structured group discussions of the documents in the *Major Problems* book. Other days will be a combination of discussion, lecture, and visual presentation. In addition to the cities listed, we will pay close attention to cities in our region, including Philadelphia, Camden, and New York, and their suburbs.

Always bring the *Major Problems* book to class. Demonstrate your preparation in this book with annotations in the margins or some other form of note-taking (not just highlighting).

Dates	Topics and reading assignments	Places in documents and essays this week	Other deadlines
W – Sept. 7	W – Introductions		
Th – Sept. 8 (Yes, we meet on Thursday this week.)	Th- Cities and Suburbs – What’s the connection? <i>Major Problems</i> , pp. 1-19		
M - Sept. 12	M – Colonial Seaports and Trading Posts <u>Documents discussion</u> , <i>Major Problems</i> , pp. 35-46 Recommended: Explore early cities further by visiting the following web site: http://www.common-place.org/vol-03/no-04/	New England Maryland Philadelphia New York Charleston Baltimore St. Louis	Submit list of questions for investigative paper.

W - Sept. 14	W – Topic continues <i>Major Problems</i> , pp. 47-71		
M - Sept. 19	M – The Lower Sort in Early American Cities <u>Documents discussion</u> , <i>Major Problems</i> , pp. 72-84 <i>Crabgrass Frontier</i> , Chapter 1	Philadelphia Boston Albany, N.Y. New York New Orleans Charleston	
W - Sept. 21	W – Topic continues <i>Major Problems</i> , pp. 85-105		
M - Sept. 26	M – Economic Growth / Social Change in the Early to Middle Nineteenth Century <u>Documents discussion</u> , <i>Major Problems</i> , pp. 106-120 <i>Crabgrass Frontier</i> , Chapter 2	Lynn, Mass. Lowell, Mass. Rochester, N.Y. Newark, N.J. Chicago San Francisco	M – Submit bibliography for investigative paper.
W - Sept. 28	W – Topic continues <i>Major Problems</i> , pp. 121-132 <i>Crabgrass Frontier</i> , Chapter 3 <u>Event of interest:</u> All-day walking tours of Philadelphia on Saturday, October 1. For information, see www.phillyguides.org/great-tour-2011		
M – Oct. 3	M – Sanitation and Public Health <u>Documents discussion</u> , <i>Major Problems</i> , pp. 134-171	New York Boston New Orleans San Francisco	
W – Oct. 5	W – Class Consciousness and Conflict <u>Documents discussion</u> , <i>Major Problems</i> , pp. 173-187. Instructions for first analytical essay will be provided at the end of this class.	Memphis, Tenn. Baltimore Chicago	
M – Oct. 10	M - NO CLASS (work on essays)		
W - Oct. 12	W - Review for midterm exam Come prepared to propose short-answer questions about <i>Crabgrass Frontier</i> and essays in <i>Major Problems</i> .		W - First analytical essay is due.
M - Oct. 17	Midterm – Short-answer portion (covers everything except the documents in <i>Major Problems</i>)		
W - Oct. 19	Overview of urban growth in the late nineteenth and early twentieth century (no new reading)		
M - Oct. 24	M - Immigration and Migration, 1870-1930 <u>Documents discussion</u> <i>Major Problems</i> , pp. 225-242	Chicago New York San Francisco Pittsburgh Philadelphia	
W - Oct. 26	W – Topic continues <i>Major Problems</i> , pp. 242-260 <i>Crabgrass Frontier</i> , Chapter 4		
M - Oct. 31	M – Changing Technology and Urban Space <u>Documents discussion</u> <i>Major Problems</i> , pp. 261-275	Philadelphia Boston Chicago	

W – Nov. 2	W- Topic continues <i>Major Problems</i> , pp. 275-287 <i>Crabgrass Frontier</i> , Chapters 5, 6, and 9 (note skip in order of chapters)	Hartford, Conn. St. Louis	
M - Nov. 7	M – Urban Politics – Bosses and Reformers <u>Documents discussion</u> , <i>Major Problems</i> , pp. 288-304	New York Chicago Denver	
W - Nov. 9	W – Topic continues <i>Major Problems</i> , pp. 304-318 <i>Crabgrass Frontier</i> , Chapter 8 (note skip back in order of chapters)		
M - Nov. 14	M – Neighborhoods and Communities <u>Documents discussion</u> , <i>Major Problems</i> , pp. 319-350 <i>Crabgrass Frontier</i> , Chapter 7 (note skip back in order of chapters)	Baltimore Denver Kansas City Chicago Atlanta West Hammond, Ill. Toledo, Ohio Los Angeles	
W - Nov. 16	W – Leisure and Popular Culture <u>Documents discussion</u> , <i>Major Problems</i> , pp. 352-389		
M - Nov. 21 (Thanksgiving week)	M – Race and Redevelopment <u>Documents discussion</u> , <i>Major Problems</i> , pp. 391-411 <i>Crabgrass Frontier</i> , Chapters 10-11	Chicago St. Louis Los Angeles Boston	
M - Nov. 28	M – Topic continues <i>Major Problems</i> , pp. 412-427 <i>Crabgrass Frontier</i> , Chapter 12		M – optional drafts of investigative papers are due.
W – Nov. 30	W – Perspectives on “Sprawl” <u>Documents discussion</u> , <i>Major Problems</i> , pp. 429-458 <i>Crabgrass Frontier</i> , Chapter 13	Levittown Northeast Corridor “Edge Cities” Chicago	
M – Dec. 5	M – From Industrial to Postindustrial Cities <u>Documents discussion</u> , <i>Major Problems</i> , pp. 460-487 <i>Crabgrass Frontier</i> , Chapter 14 Recommended: explore postindustrial cities, including Camden, at http://www.invinciblecities.com	Detroit Los Angeles New York	
W - Dec. 7	W – 9/11 Aftershocks and The Search for Security <u>Documents discussion</u> , <i>Major Problems</i> , pp. 488-514		
M - Dec. 12	Last day of class; review for final exam. Instructions for second analytical essay will be distributed.		Investigative papers due.

Final exam date: (to be announced). Second analytical essay is due at the time of the final exam, but may be submitted earlier if you prefer.

Instructions for investigative paper

This assignment allows you to investigate a question of your own choosing related to the topic of this course. The process of the investigation also will acquaint you with some of the methods and sources for doing historical research. All steps in the process are required; you will receive feedback on them, and then the final paper will receive a grade.

All work should be typed, printed out, and stapled if there are multiple pages. Use the font Times New Roman, 12-point, and margins no wider than 1.5 inches on each side.

1. Propose questions. Due Monday, September 12. Prepare a list of at least three questions that you have related to cities and suburbs, and explain why you find each of these to be interesting. (These may be about particular cities and suburbs, or deal more generally with urban and suburban conditions or history.) The feedback you receive will help you select one of these questions as the topic for your paper.

2. Bibliography. Due Monday, September 26. Prepare a list of books and articles that will help you explore the question you have selected to investigate. The bibliography format should follow *The Chicago Manual of Style* (which is the style used in historical research). Your bibliography must include a minimum of:

- Four books.
- Two articles located in the databases JSTOR or America: History and Life (these databases will help you find high-quality research articles in scholarly journals).

As you continue your investigation, you are welcome (and encouraged) to add additional types of sources, such as newspaper articles, historical photographs, maps, or visits to places you are writing about. You may also use anything from our course materials that is relevant to your question. If anything on your original bibliography turns out not to be useful, you may (and should) make substitutions of other books and articles. Note about web site: The only web-based materials permitted are from authoritative sites, such as government agencies or archives.

3. Optional: Draft. Due Monday, November 28. If you choose to submit a draft, it should be typed and written to the best of your ability. It must include citations of sources used (preferably footnotes or endnotes – see below) and your bibliography. You will get the draft back with feedback the following Monday, which leaves an a week for revision before the paper is due.

4. Final Paper, 5-8 pages. Due Monday, December 12. The paper should present the overall conclusion you have reached about your question for investigation, supported by evidence from books, articles, and any other sources you have used. The paper's overall conclusion (thesis) should be clear within the first two paragraphs of the paper. Supporting evidence should be plentiful and specific. Illustrations may be included, but they do not count toward the required length of the paper.

- Citations: The *Chicago Manual of Style* format (footnotes or endnotes) is preferred, and all history majors must adhere to this format. If you are not a history major and are familiar with another style of citation you may use it, but be clear and consistent.