

HIS 512:513 – Urban History
Rutgers-Camden, Fall 2011
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This graduate readings seminar will delve into the form, dynamics, and meanings of cities and suburbs as they have been interpreted by historians, especially since the urban crises of the 1960s. While our subject is urban history, our goal also is to build skills in reading and evaluating historical scholarship.

The seminar will begin with a survey of the history of metropolitan areas in the United States since World War II, because this is the period when historians developed a new interest in investigating the history and conditions of cities. From there, we will move back in time to early American history to sample sources used by urban historians and then to examine a mix of classic works and new monographs. The goal is not to provide a comprehensive survey, but rather an introduction to a variety of approaches to researching and writing about urban history.

Requirements

- Thorough preparation and active participation in discussion. Regular attendance is necessary for the success of the seminar; more than two absences will significantly affect your grade.
- Introduction of one week's reading (with a partner).
- One book analysis paper (3-5 pages) on one of the following: *Nature's Metropolis*; *Women and the City*; *Downtown America*; or *Origins of the Urban Crisis*.
- One historiographical essay on a topic of your choice (15-20 pages). OR, you have the option of doing research and preparing an essay for possible publication in the digital *Encyclopedia of Greater Philadelphia*. Due Monday, December 19 (there is an interim deadline for the encyclopedia option).
- Brief oral reports on various selected readings, as indicated on the schedule.

Instructions for papers and information about grading appear at the end of the syllabus.

Discussion preparation

When it is your turn to introduce the week's reading, you and a partner will have about 10 minutes to summarize the argument of the book, describe its structure, and characterize the sources of research (what types of sources, where did the author find them, and so on).

- Please note: We have all read the book, so do not summarize at length. Pinpoint the argument and describe the organizational structure (thematic or chronological, for example). To describe the research, examine the footnotes closely.

The discussion will then begin with questions or elaborations on this presentation. Everyone should come prepared with at least two open-ended questions to help keep the discussion moving.

Communication

Office hours are in my office in the History Department on Wednesdays, 4:15-5:45 p.m. and by appointment. Between classes, e-mail is preferred: cmires@camden.rutgers.edu. Voice mail also available at (856) 225-6069. Please check your e-mail regularly.

Electronic Devices

The only electronic devices permitted in class are those necessary for access to e-books, and when using them the wireless connections should be disabled. To minimize distraction, take notes on paper, not on computers. Turn off cell phones.

Submission of Work

Please submit your work in class, printed out and stapled. If for some reason you are unable to turn in your work in person, please ask about an alternative. Do not send e-mail attachments without asking first. Late papers will not be accepted except in cases of unexpected emergency.

Schedule

Sept. 8 THURSDAY	Introductions Contexts for urban historiography. Teaford, <i>Metropolitan Revolution</i>	
Sept. 12	Primary Sources and Argumentation Smith, <i>Life in Early Philadelphia</i> (selected chapters)	
Sept. 19	Social History Nash, <i>The Urban Crucible</i> <u>Event of interest:</u> Wednesday, Sept. 21, 5-7 p.m., Lees Seminar featuring Prof. Kate Epstein, Rutgers-Camden. Comment: Prof. Richard Immerman, Temple University	
Sept. 26	Public Space / Comparative History Keller, <i>Triumph of Order</i> <u>Event of interest:</u> Saturday, October 1, free all-day walking tours of Philadelphia offered by the Association of Philadelphia Tour Guides. (http://www.phillyguides.org/great-tour-2011.aspx)	Topic choice and bibliography due (both paper options)
Oct. 3	Environmental History Cronon, <i>Nature's Metropolis</i> - Part II divided among the class	Book analysis option. Oral report on divided sections of Part II

Oct. 10	(No class this week due to conflict with the Mid-Atlantic Association of Museums Annual Meeting in Baltimore: http://www.midatlanticmuseums.org .)	Optional conferences Wednesday, Thursday, or Friday.
Oct. 17	Gender History Deutsch, <i>Women and the City</i> <u>Event of Interest:</u> Wednesday, Oct. 19, 6:30-8 p.m., Greater Philadelphia Roundtable, Tacony Branch Library in Northeast Philadelphia: “Workshop of the World.” (http://philadelphiaencyclopedia.org/events)	Book analysis option.
Oct. 24	Economic Development Isenberg, <i>Downtown America</i> <u>Event of Interest:</u> Tuesday, Oct. 25, 5-7 p.m., Lees Seminar featuring Prof. Carolyn Dean, Brown University Comment: Prof. Andrew Lees, Rutgers-Camden	Book analysis option.
Oct. 31	New Directions – The Suburbs Kruse and Sugrue, <i>The New Suburban History</i> (divided among the class) <u>Event of Interest:</u> Nov. 3-5 in Philadelphia, annual meeting of Mid-Atlantic Popular/American Culture Association, includes urban culture. (http://www.mapaca.net/confer/conferHome.html)	Oral reports on selected chapters.
Nov. 7	The Urban Crisis Sugrue, <i>The Origins of the Urban Crisis</i> <u>Event of interest:</u> Tuesday, Nov. 8, election day!	Book analysis option.
Nov. 14	Urban Politics Chapter-length reading will be distributed in advance. This class meeting will be combined with the Lees Seminar, featuring guest scholar Walter Greason of Ursinus College and commentator Howard Gillette. Other graduate students and faculty members will attend. <u>Event of interest:</u> Tuesday, Nov. 15, 6:30-8 p.m., Greater Philadelphia Roundtable at Greater Philadelphia Media Headquarters, 400 N. Broad Street, Philadelphia: “Corrupt and Contented.” (http://philadelphiaencyclopedia.org/events)	For Encyclopedia option: Annotated bibliographies due.

	<u>Event of interest:</u> Nov. 17-20, national meeting of Society for American City and Regional Planning History, in Baltimore. (http://www.dcp.ufl.edu/sacrph/conference/conference.html)	
Nov. 21	Thanksgiving week. No class meeting because the university has declared this Monday to be a “Wednesday.”	Optional drafts accepted (ask about the best way to submit them).
Nov. 28	The Post-Industrial City Gillette, <i>Camden After the Fall</i>	Optional drafts accepted (returned by next class)
Dec. 5	Presentations	
Dec. 12	Presentations	Final papers accepted but not due until Dec. 19.

Papers are due Monday, December 19, at a mutually convenient time and place to be determined.

Web sources:

Timothy J. Gilfoyle, “White Cities, Linguistic Turns, and Disneylands: The New Paradigms of Urban History” (a review essay, helpful for identifying historiography topics):
http://www.luc.edu/history/fac_resources/gilfoyle/WHITECIT.HTM

H-Urban discussion list and web links: <http://www.h-net.org/~urban/>

Urban History Association: <http://uha.udayton.edu/>

Society for American City and Regional Planning History: <http://www.dcp.ufl.edu/sacrph/>

Other useful resources:

Howard Gillette Jr. and Zane L. Miller, eds., *American Urbanism: A Historiographical Review* (New York: Greenwood Press, 1987).

Howard Chudacoff and Peter Baldwin, eds., *Major Problems in American Urban and Suburban History*. (Boston: Houghton Mifflin, 2005).

The database *America: History and Life* indexes numerous state and local history journals as well as the *Journal of Urban History*.

Paper guidelines

Book analysis paper (3-5 pages) -- For this paper, you will seek at least three published reviews of your selected book (at least two of these must be from scholarly journals). The paper will consist of the following:

- A heading with complete citation for the book.
- Your own brief summary of the argument of the book.
- Where the book fits in historiography on this topic.
- A summary of the reviewers' analysis of the strengths and weaknesses of the book.
- A discussion of whether you agree or disagree with the reviewers.

Citations: For quotations from the book, follow the quotation with the page number(s) in parentheses. For other works, including the reviews, compose footnotes or endnotes, following the examples in the *Chicago Manual of Style*.

Historiographical Essay (15-20 pages): For this essay, investigate the historiography of a broad topic of your choice (subject to approval). Your investigation must include the most recent scholarship on the topic, including both books and articles, and enough earlier work to allow you to trace the development of scholarship on this topic over time. The number of sources will vary depending on the topic; it is unlikely that a successful essay could be constructed from fewer than ten sources. The paper will include:

- The current state of scholarship on your topic. What are the major questions, points of agreement, and points of disagreement?
- Past trends in research on this topic, including information about historians and their major works.
- Identification of questions that remain to be explored (which you might think of as possible research questions for a future topic).

For all citations, follow *Chicago Manual of Style* for footnotes or endnotes. Also prepare a bibliography page following Chicago style.

Encyclopedia of Greater Philadelphia option (annotated bibliography and essay of approximately 1,000-1,500 words). If you select this option, you will choose from a list of topics needed for this digital encyclopedia and at the end of the semester you may submit your essay to be considered for publication (publication is not guaranteed). As with the historiographical essay, the number of sources will vary depending on the topic; it is unlikely that a successful essay could be constructed from fewer than ten sources. More detailed instructions are posted on the Sakai site for this course, but in general:

- The bibliography must include general works on your topic as well as works specific to the Philadelphia region (which includes southeast Pennsylvania, South Jersey, and northern Delaware). In addition, you will consult a specified list of narrative histories of Philadelphia.
- The requirements for this option include an annotated bibliography, due on November 14. The annotations must demonstrate your in-depth mastery of the books and articles in your bibliography. Identify the argument of each work and explain what it adds to your understanding of your topic, including its relevance to the Philadelphia region. If not satisfactory, revision may be required.
- This option also requires research at the Urban Archives at Temple University or another approved archive in order to fill in any gaps in the secondary literature.
- The submitted essay must not exceed its word limit and must follow the Encyclopedia's writers' guidelines, which will be provided.

Course grades

Grades will be based primarily on the final paper, with quality of participation also considered *and necessary to receive a grade of B or higher for the course*. The book analysis paper is considered developmental; it will be graded but will be a minor consideration in the overall course grade.

A	Outstanding
B+	Good
B	Satisfactory, needs improvement
C+	Weak
C	Unsatisfactory
F	Failure

Paper grading criteria

A

Prose: clear, precise, grammatically correct, error-free, and pleasing formal English.

Argument: innovative, orderly, coherent, well constructed, skillful marshalling of evidence, clear, clearly stated thesis, and persuasive.

Analysis: goes beyond description or narrative; addresses issues that transcend the particular focus of the paper; demonstrates an understanding of the literature on the topic; and penetrates beneath the surface meaning of sources.

Research: uses a sufficient number and range of appropriate primary sources [where applicable], consults and applies the pertinent secondary literature, and cites accurately the sources using a standard style sheet acceptable to the professor.

B+

Prose: clear, grammatically correct, formal English.

Argument: orderly, coherent, marshals evidence, usually clear, clearly stated thesis, interesting but not completely persuasive.

Analysis: often goes beyond description or narrative, thorough treatment of the paper topic, demonstrates an acquaintance with the literature on the topic; and often penetrates beneath the surface meaning of the sources.

Research: uses a sufficient number and range of appropriate primary sources, consults the pertinent secondary literature, and cites accurately the sources using a standard style sheet acceptable to the professor.

B:

Prose: clear but uneven, grammatically correct, formal English.

Argument: coherent, shows effort to marshal evidence, some obscurity and/or lapses in organization, not brought forward to its conclusion.

Analysis: a substantive treatment of the paper topic but sometimes lapses into mere narrative or description, missed opportunity/ities for analysis of evidence, demonstrates an awareness of the literature on the topic, sometimes penetrates beneath the surface meaning of the sources.

Research: uses a fair number and range of primary sources, consults some of the pertinent secondary literature, and generally cites accurately the sources using a standard style sheet acceptable to professor.

C+

Prose: frequently unclear, weak grasp of grammar, often colloquial English.

Argument: sometimes incoherent, disorganized, insufficient evidence, repeatedly obscure, unpersuasive.

Analysis: relies mainly on narrative or description, superficial treatment of paper topic, demonstrates a fragmentary awareness of the literature on the topic; rarely penetrates beneath the surface meaning of sources.

Research: uses the minimum number and range of primary sources, consulted one or two secondary works on the topic, and sometimes cites incorrectly or fails to cite the sources using a standard style sheet acceptable to professor.

C

Prose: basically unclear, numerous grammatical errors, colloquial English.

Argument: often incoherent, often disorganized, insufficient and ineffectively employed evidence often obscure, unpersuasive.

Analysis: relies exclusively on narrative or description, reliance on quotations in place of analysis, misguided treatment of paper topic, no awareness of literature on the topic; does not penetrate beneath the surface meaning of sources.

Research: Uses fewer primary sources than necessary, relied too much upon secondary sources or, alternatively, neglected to contextualize the primary sources with any secondary sources, and cites incorrectly or fails to cite the sources.