



Cities and Suburbs

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

HIS 364 Spring 2014 #citsub14

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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 a variety of perspectives: Through the lived experiences of the inhabitants of cities and suburbs expressed in their own words, through visual materials such as maps and photographs, and through the work 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

- Corey and Boehm, eds., *The American Urban Reader*
- Warner and Whittemore, *American Urban Form: A Representative History*
- Jackson, *Crabgrass Frontier: The Suburbanization of the United States*
- Ancestry.com (14-day free trial; do not sign up until after spring break).
- Additional materials posted on Sakai.

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.
- **Blog posts on Sakai** – Ten substantive posts, each 4% of course grade for a total of 40%.
- **Cooper Street Research Project** – Online research to track history of one property in the Cooper Street Historic District, database of findings, and essay (3-5 pages), 15% of course grade.
- **Midterm exam and Final exam** (in addition to the essays noted above), short-answer questions based on reading and material presented in class; final also will include a take-home essay (3-5 pages). Midterm, 15% of course grade; Final, 20%.

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 leaving the room during class will be viewed as a lack of participation and will lower your participation grade. If you have not done the assigned reading, you will be invited to leave and return when you are caught up.</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>We live in an electronic age. Devices such as laptop computers, tablets, and smart phones may be used during class, but <u>only for actions that aid your learning.</u> Examples include referring to readings; looking up supplemental information; taking notes; or using social media to engage in substantive discussion or to communicate questions. Twitter hashtag for this class: #citsub14</p> <p>This is an experiment that will be discontinued immediately if any individual is observed violating the policy, even once. Reserve all other activity, such as checking email, posting on Facebook, social texting, or monitoring your impressive stock portfolio, for class breaks. Silence all cell phones.</p>
<p>Deadlines and How to Submit Your Work</p>	<p>Late work will not be accepted. Exceptions will be granted only in cases of documented emergency. In the case of submissions on paper, 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>Communication</p>	<p>How to reach and find the professor: Email (preferred): cmires@camden.rutgers.edu. Emails usually will be answered the morning after they are received (on weekdays). Twitter @profmires #citsub14 Voice mail: 856-225-6069.</p> <p>Office: 429 Cooper St., 102 (Fifth and Cooper; enter through the back door). Office hours: Tuesdays 6-7 p.m., Thursdays 2-4 p.m., and by appointment.</p> <p>The e-mail addresses in the Sakai system will be used for class-wide communication. If you are not officially registered due to late processing of financial aid, please make this known so you can be manually added to the list. 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>
 Cities and Suburbs – Spring 2014

Organization of the Course

In the schedule, you will find that most of the course follows a general pattern of three types of class meetings:

Narrative: In these classes, we will establish the basic storyline of urban and suburban history. Your readings in *American Urban History* and *Crabgrass Frontier* will provide the foundation; lecture and other materials provided in class will fill in gaps, answer questions, and highlight the histories of Philadelphia, Camden, and area suburbs.

Cases: These classes will focus on particular cases from around the country to add depth and variety to the narrative. Class time will be devoted primarily to discussion of your assigned reading in *The American Urban Reader* as well as some additional selections on Sakai. At the ends of these classes, we will reserve about 30 minutes to generate sample examination questions based on these cases and the related narrative.

Documents: These classes will involve individual and group work with primary sources from the time periods we study. The work for these classes will involve a supplemental reading of your choice, two blog posts (one before class and one after), and presenting findings to the rest of the class. See further instructions after the schedule.

We will also have some special topics along the way, a guest speaker, and time in the computer lab to learn research skills for the Cooper Street project.

Schedule

Complete readings prior to class, and bring assigned readings for each day with you for reference during discussion. If you are unprepared, you will be invited to leave class to catch up on your reading. If widespread lack of preparation becomes evident, quizzes will be added.

Date	Topics and Reading Assignments	Other deadlines
T 1/21	Course introduction: Visualizing Cities and Suburbs	
Th 1/23	Introduction to readings and methods; formulation of topics and questions for investigation.	
T 1/28	<u>Narrative</u> <i>Urban Form:</i> Introduction (1-5) Ch. 1: The City's Seventeenth-Century Beginnings (8-17) Ch. 2: The City in the Mid-Eighteenth Century (21-29) <i>Crabgrass:</i> Introduction (3-10); Ch 1: Suburbs as Slums (12-19)	
Th 1/30	<u>Cases in Reader</u> Maier, "Boston and New York in the Eighteenth Century" (69-76) Wade, "Urban Life in Western America, 1790-1830" (77-86) Goldfield, "Pearls on the Coast...: The Colonial South" (87-95) On Sakai: Thompson, "Managing Social Conflict in Philadelphia's Taverns"	
T 2/4	<u>Documents</u> On Sakai: G1: How God and Trade Made New England Prosper, 1654 G2: Life and Settlement in Early Maryland, 1699 G3: William Moraley, Indentured Servant, 1729 G4: Remembering Founding of Saint Louis, 1763	Locate and report on a supplemental reading. Documents blog posts (one before class, one after)
Th 2/6	<u>Narrative</u> <i>Urban Form:</i> Ch. 3: The Merchant Republic of 1820 (33-44) <i>Crabgrass:</i> Ch. 2: The Transportation Revolution and the Erosion of the Walking City (20-44)	
T 2/11	<u>Cases in Reader</u> Cumbler, "From Milling to Manufacturing: Villages to Mill Towns" (107-14) Stansell, "Women in the Neighborhoods" (115-22) On Sakai: Hirsch, "Industrialization in Newark" Cronon, "Booster Dreams"	
Th 2/13	<u>Documents in Reader</u> G1: Tredegar and Armory Iron Works, Richmond, Virginia, 1847 (148-49) On Sakai: G2: William Otter, Hoodlum in New York, 1809-60 G3: Exotic but Immoral New Orleans, 1818 G4: Lowell Textile Mill Experience, 1836	Locate and report on a supplemental reading. Documents blog posts (one before class, one after)

T 2/18	<p><u>Transitional Topic</u>: Urban Disorder in the 1830s and 1840s: Read documents on Sakai (no group assignments): On Sakai: Cholera Epidemic of 1832 Chicago in Its Infancy, 1836 San Francisco During the Gold Rush, 1849</p>	
Th 2/20	<p><u>Narrative</u> <i>Urban Form</i>: Ch. 4: The City Overwhelmed, 1860 (49-61) <i>Crabgrass</i>: Ch. 3: Home, Sweet Home: The House and the Yard (45-72) Ch. 4: Romantic Suburbs (73-86) Ch. 5: The Main Line: Elite Suburbs and Commuter Railroads (87-102) <i>Reader</i>: “The Boarding House in Nineteenth-Century America” (173-83)</p>	
T 2/25	<p><u>Narrative</u> <i>Urban Form</i>: Ch. 5: The City Restructured, 1895 (65-80) <i>Crabgrass</i>: Ch. 6: The Time of the Trolley (103-115) Ch. 7: Affordable Homes for the Common Man (116-137) Ch. 8: Suburbs Into Neighborhoods: Rise and Fall of Annexation (138-156)</p>	
Th 2/27	<p><u>Cases</u> (Urban Populations) Binder and Reimers, “Old and New Immigration in Greater New York” (123-33) Takaki, “Ethnic Islands: The Emergence of Urban Chinese America” (134-40) Chauncey, “Urban Culture and the Policing of the ‘City of Bachelors’” (184-94)</p>	
T 3/4	<p><u>Cases</u> (Industrialization) Tarr, “The Metabolism of the Industrial City: The Case of Pittsburgh” (275-86) Smith, “The Pullman Strike and Making Sense of the Age” (141-46)</p>	
Th 3/6	<p><u>Documents in Reader</u>: G1: Debates on Chinese Immigration, 1876 (152-54) G2: Riis, “The Mixed Crowd,” 1890 (155-57) G3: William Tweed’s Confession, 1878 (253) On Sakai: G4: Jane Addams Explains Need for Settlement Houses, 1892 MORE, next page.</p> <p>Also read in <i>Reader</i>: Dreiser, <i>Sister Carrie</i>, 1900 (197) Steffens, “Philadelphia: Corrupt and Contented,” 1903 (257-60) Bowen, <i>Growing Up with a City</i>, 1926 (264-65) Transportation Photo Essay (352-56)</p>	<p>Locate and report on a supplemental reading. Documents blog posts (one before class, one after)</p>

T 3/11	<p><u>Transitional Topic: The Great Migration</u> On Sakai: Narrative/Case: Grossman, “Southern Blacks’ Migration to Chicago” Documents (no group assignments): On Sakai: Philadelphia Great Migration documents In <i>Reader</i>: Tulsa Race Riots, 1921 (409-20) Ku Klux Klan Initiation, 1924 (421)</p>	
Th 3/13	<p>Midterm Exam (will cover narrative readings and cases) Spring Break!</p>	
T 3/25	<p>Cooper Street Project: Research Using City Directories (Meet in e-classroom, lower level, Robeson Library) Browse http://cooperstreet.wordpress.com Read “Our Home in Camden”: http://publichistory.blogs.rutgers.edu/our-home-in-camden/</p>	
Th 3/27	<p>Cooper Street Project: Research Using the U.S. Census (Meet in e-classroom, lower level, Robeson Library)</p>	
T 4/1	<p>Context and Transitions in Camden Read materials on Sakai</p>	
Th 4/3	<p><u>Narrative</u> <i>Urban Form</i>: Ch. 6: Toward a New Economy and Novel Urban Form, 1925 (85-98) <i>Crabgrass</i>: Ch. 9: The New Age of Automobility (157-171) Ch. 10: Suburban Development Between the Wars (172-89) Ch. 11: Federal Subsidy and the Suburban Dream (190-218)</p>	
T 4/8	<p><u>Cases in Reader</u>: Kessner, “New Deal City” (219-28) Hood, “The Subway and the City” (331-36) Fogelson, “Wishful Thinking: Downtown and the Automotive Revolution” (337-47)</p>	
Th 4/10	<p>Guest Speaker, Dr. Catherine D’Ignazio: Cities, Suburbs, and High School Sports</p>	
T 4/15	<p><u>Narrative</u> <i>Urban Form</i>: Ch. 7: The Federally Supported City, 1950 (103-114) <i>Crabgrass</i>: Ch. 12: The Cost of Good Intentions: Ghettoization of Public Housing (219-30) Ch. 13: The Baby Boom and the Age of Suburbanization (231-45)</p>	Cooper Street project is due.
Th 4/17	<p><u>Cases in Reader</u>: Hirsh, “The Second Ghetto and the Dynamics of Neighborhood Change” (360-71) Boehm, “Making a Way out of No Way: African American Women ...” (372-82) Berry, “The Great White Migration, 1945-1960” (383-90) Shell-Weiss, “Citizenship and Civil Rights, 1964-1974 (391-408) Sugrue, “Class, Status, and Residence: ... Black Detroit” (431-41) Self, “White Noose,” (442-54)</p>	

T 4/22	<u>Documents in Reader:</u> G1: Zoot Suit Riots, 1943 (422) G2: Watts Riots, 1965 (469) On Sakai: G3: The Fine Art of Blockbusting, 1962 G4: Plea to Be Spared From Urban Renewal, 1965	Locate and report on a supplemental reading. Documents blog posts (one before class, one after)
Th 4/24	<u>Narrative</u> <i>Urban Form:</i> Ch. 8: The Polycentric City, 1975 (119-33) Ch. 9: The Global City, 2000 (137-53) <i>Crabgrass:</i> Ch. 14: The Drive-In Culture of Contemporary America (246-71) Ch. 15: The Loss of Community in Metropolitan America (272-82)	
T 4/29	<u>Cases in Reader:</u> Teaford, "Messiah Mayors and the Gospel of Urban Hype" (229-38) Pellow and Park, "The Emergence of Silicon Valley" (298-307) Cohen, "Commerce: Reconfiguring Community Marketplaces" (487-98) Rothman, "Inventing Modern Las Vegas" (499-509) Dolgon, "Polo Ponies and Penalty Kicks: Sports on the East End" Hirsch and Levert, "The Katrina Conspiracy" (239-50) Venkatesh, "The Beginning of the End of a Modern Ghetto" (455-64)	
Th 5/1	<u>Documents</u> G1: On the Way Up: Charlotte and Kansas City, 1976 (266-68) G2: George H.W. Bush, ... Civil Disturbances in Los Angeles (478-79) G3: Commission on Racial Justice, Toxic Wastes and Race, 1987 (313-14) G4: Hispanic Communities and Urban Public Schools (480-84)	Locate and report on a supplemental reading. Documents blog posts (one before class, one after)

Final Exam: Wednesday, May 14, 11:30-2:20 (This is last day of exams. You must be present to take the exam at this time on this date.)

The final exam will have two parts: 1. Short answers, in the same format as the midterm. 2. A take-home essay (3-5 pages, typed), due at the time of the exam, which will be based primarily on your blog posts throughout the semester.

Instructions for Documents classes:

You will be assigned to a group (1, 2, 3, or 4). Read all of the documents, but focus especially on the document assigned to your group.

Supplemental reading: Prior to class, also seek and read a supplemental article, book chapter, or newspaper article that helps you understand the document assigned to your group.

Articles: Use the library databases JSTOR and/or America: History and Life to search.

Books: Bibliographies at the ends of our course books provide good leads.

Newspaper articles: Must be from the time period of the document. Use library databases, including America's Historical Newspapers and the New York Times.

Pre-class blog post: Go to your blog on the Sakai site for our course Start by identifying your supplemental reading (author if identified, title of book and/or article and journal, date of publication). Write two fully developed paragraphs: first, summarize the reading; next, discuss connections between your reading and the document. Do use the abstract or loosely paraphrase the introduction for your summary. Read the entire selection and write your own summary.

In class, you will meet with others who have worked on the same document to share your findings from the supplemental readings. Together, you will draw conclusions and present them to the rest of the class.

After-class blog post – due by the following Monday: Thinking back on all of the documents for this class and the presentations, what did you learn about the history of cities and suburbs? Write two to three fully-developed paragraphs. Make specific references to documents.

Grading of Blog Posts

Grades will be assigned to posts as follows:

- A Outstanding – Follows instructions exactly. Post consists of fully formed, thoughtful, substantive, error-free paragraph(s).
- B Good – Fully formed, thoughtful paragraph(s) but somewhat limited in substance, containing errors, or overlooking some minor point in the instructions.
- C Satisfactory – Comments roughly equivalent to required length but limited in substance and/or overlooking significant point in the instructions.
- D Poor – Comments very brief and/or lacking in substance.
- F No post.