Manhattan College

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Spring 2016

Arenson 387 syllabus Spring 2016.pdf

Adam Arenson

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HIST 387: New York City and the American Urban Experience

Dr. Adam Arenson  Spring 2016  MR 3:00-4:15pm (DLS 214)
Office Hours: MWR 12:15-1:45pm and by appt.  Office: MGL 414
Best contact is email, all waking hours 6 days a week: adam.arenson@manhattan.edu  Phone: 718-862-7317

* READ THIS SYLLABUS CAREFULLY.
* THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.

Course Description
This course examines the history of New York City from its Lenape origins until yesterday, in the context of other cities in the United States and their development. Topics covered include the colonial and Revolutionary city, urban imperialism, the city in the American mind, immigration, social mobility, the rise of the ghetto, the impact of the New Deal, suburbanization, the modern metropolis, and recent trends.

Learning Objectives
At the completion of this course, students will show improvement in:
• Effective communication - oral and written, including:
  • Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
  • Locating relevant information in printed and electronic form and credit it properly.
• Critical thinking
• Information and Technological Literacy
• Understand, interpret, and apply numerical data
• Independent and collaborative work, including functioning as independent thinkers and as members of collaborative groups.
• Global awareness - Understand and appreciate cultural diversity.
• Demonstration of a fundamental knowledge of historical causality and key events
• Ability to locate and integrate information from primary and secondary sources

Required Books (2 plus):
Our books are a collection of primary sources about New York City, and a new textbook framing U.S. urban history generally. As a class, we will create a narrative of New York City history, and discuss how it relates to national patterns. Always bring to class the texts assigned to be discussed that day, or partner with another in class to share them.

1) Kenneth T. Jackson and David S. Dunbar, eds., Empire City: New York through the Centuries (New York: Columbia University Press, 2002). ($18 or less used)

2) Lisa Krissoff Boehm and Steven H. Corey, America's Urban History (New York: Routledge, 2015). ($50 or less used)

3) Additional articles and chapters as provided, and a MetroCard for library and site visits.
**Course Methods**
Most people misunderstand what history is, and what historians do. Historians tell stories about the past, but they also make an argument about the causes, course, and consequences of the events they describe. They investigate changes over time, analyze trends and patterns, and seek to make connections between the past and present. Historians may try to be objective, but they wrap their work in their beliefs. In this class, you will do historical work, and to read both primary sources and existing histories critically. Through repeating patterns of inquiry, students will have the chance to practice and improve their study strategies and writing ability. These skills are applicable to classes throughout your College career.

**Statement on Technology in the Classroom**
Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368 and http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor. While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.**

**Assignments**

**Forum Posts and Class Participation**
200 points
Your participation grade has three factors. Beyond attendance, there are these:

*Each class session*, students should come to class prepared to discuss the readings, having thought about the course methods described above.

*Each of the 18 readings-driven class sessions*, students should post a question or comment about ONE of the week’s readings **before class** to the Moodle site forum. The question or comment should be 100 to 300 words in length, and cover as many levels of significance as possible; postings will be graded on an 8-point scale, matching the centrifuges discussed on the first day. **Only three students can post on a source per forum;** after that, discussion online must focus on other sources assigned.

**Discussion Leading**
300 points

*Once during the semester*, each student will lead class discussion. That week, the students’ Moodle post can preview the themes they want to focus on, **at least 24 hours before class.** Leaders should plan on directing the discussion for 60 out of the 75 minutes, asking questions that consider all of the readings for the day and the relationships between them. They should plan to draw out analyses from their fellow students, and direct discussion, not relying on the professor to do more than take group notes on the board and to keep track of pending speakers.
Assignments (cont.)

Semester-Long Research 200 points
Components:
Regular Contributions to Online Databases 75 points
Black Quotidian Assignment 25 points
Self-Evaluation Reports 50 points
Presentation to the Class 50 points

Throughout the semester, students will track how the history of New York City play out on a single block, as well as tracking certain themes and keywords of interest through digitally searchable sources, and through a visit to their block. Students will compile their research in an online database and share their progress with the instructor and the class. (With luck, this research can serve as the basis of their final papers.) Further explanation and instruction will be provided in class.

Final Paper 300 points
Components:
Ideas for Final Paper 25 points
Proposal for Final Paper, including Annotated Bibliography 50 points
Final Paper Outline 0 points
Final Paper Draft 0 points
Final Paper Presentation 0 points
Comments on Peer Drafts 25 points
Final Paper 200 points

All of the assignments are designed to help you conceive of, research, draft, revise, and perfect a paper about the history of New York City or U.S. urban history. The final paper will be 12-15 pages in length.

TOTAL 1000 points
A 940-1000   A- 900-939   B+ 880-899   B 840-879   B- 800-839

All assignments should be turned in online, at the course Moodle site, on the date and at the time due. Late is better than never, but there will be a penalty, a full letter grade per week. If you find you need more time to complete the work, consult with the instructor before the assignment is due to avoid more points off.

Tardiness and Missing Classes
College policy dictates that all students attend all scheduled classes. Quizzes will often begin our classes; they cannot be made up, and any absences will hurt your participation grade. Please show respect to your peers and to our learning environment by arriving to class on time and remaining engaged for the entire scheduled time. Lateness and leaving the classroom before the end of class (even if you return) will be considered absences. If you miss four classes, you will be reported to the Dean’s office.
Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

All typewritten assignments will be submitted to Turnitin, an international plagiarism-detection database, via your Moodle submission. Students who engage in academic dishonesty will be subject to disciplinary action as stated in the College’s Academic Integrity policy: [https://manhattan.edu/community-standards-and-student-code-conduct - 32.Academic Integrity](https://manhattan.edu/community-standards-and-student-code-conduct - 32.Academic Integrity)

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. Please use Chicago Style footnotes throughout. There is a guide at [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) - use numbered examples. Do NOT copy any material regardless of where you obtained it into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean’s office.

If you have questions about understanding and preventing plagiarism, please contact your instructor or the Manhattan College Writing Center [http://www.manhattan.edu/services/writing-center/](http://www.manhattan.edu/services/writing-center/)

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status. The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here: [https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus](https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus)

**Accessibility**
Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B [http://manhattan.edu/academics/specialized-resource-center](http://manhattan.edu/academics/specialized-resource-center) within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

**Schedule of Meetings**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Jan. 25</th>
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</thead>
</table>
| **Introductions**  
Course Outline  
Explaining Writing and Research Assignments: Weekly Responses, Discussion,  
Summary Paper, Block and Keyword Research, Research Paper  
Reading Strategies  
Historical Research and Writing: Sources, Context, Significance, Qualifications  
**Read as soon as you can:** Empire City, Introduction; America’s Urban, Introduction.  |
| Jan. 28 | New-York Historical Society History in Objects Workshop  
**DUE SUNDAY:** Initial Ideas for Block Research and Keyword Research.  |
| **New York’s Original Inhabitants**  
| Feb. 1 | New Amsterdam, Slavery, and Continental Europe’s American Cities  
| **Sources and Tips on NYC History**  
Read: [http://blackquotidian.com/anvc/black-quotidian/introduction](http://blackquotidian.com/anvc/black-quotidian/introduction) and  
[http://blackquotidian.com/anvc/black-quotidian/invitation-to-contribute](http://blackquotidian.com/anvc/black-quotidian/invitation-to-contribute)  
Library Stacks, Scholarly Websites, and Tracking Platforms  
Our Online Database  
Digital Collaboration and You – starting with Black Quotidian  |
| Feb. 8 | **Colonial New York and Britain’s American Cities**  
*Empire City* pp. 38-80; *America’s Urban*, Chapter 3 (first part).  
**DUE:** Black Quotidian assignment.  |
| Feb. 11 |  |
| Week 4 | Feb. 15 | **Alexander Hamilton’s City: American Revolution, American Capital**  
*Empire City* pp. 81-98; *America’s Urban*, Chapter 3 (finish); and *Hamilton* musical New York City songs, tracks #1, 5, 6, 8, 14, 23, 41, and 46 (purchase, score tickets, Spotify, or just lyrics analysis at [http://genius.com/albums/Lin-manuel-miranda/Hamilton-original-broadway-cast-recording](http://genius.com/albums/Lin-manuel-miranda/Hamilton-original-broadway-cast-recording)). |
|--------|---------|-------------------------------------------------|
|        | Feb. 18 | **DUE:** Up-to-Date Block Surveys, Keyword Searches  
FIELD TRIP: Morris-Jumel Mansion  
Meet to take subway to 168 St. |
| Week 5 | Feb. 22 | **Feeding the Metropolis: Republicanism, American Cities, and Hinterlands**  
*Empire City* pp. 99-144; *America’s Urban*, Chapter 4 |
|        | Feb. 25 | **New York and the World: Growth and Reform**  
| Week 6 | Feb. 29 | **New York and Freedom: Antebellum American Cities and a Nation Dividing**  
|        | Mar. 3  | **Civil War New York**  
**DUE:** Ideas for Final Paper |
| Week 7 | Mar. 7  | **Gilded Age New York: The Birth of a Nation**  
*Empire City* pp. 273-396.  
**DUE:** Proposal for Final Paper, including Annotated Bibliography |
|        | Mar. 10 | **Reforming the American Cities and Progressive-Era New York**  
*Empire City* pp. 397-518; *America’s Urban*, Chapter 5 (finish). |
| Week 8 |        | **SPRING BREAK MARCH 14-18 – NO CLASSES** |
| Week 9 | Mar. 21 | **New York in World War: The Great Migration and Harlem Renaissance**  
*Empire City* pp. 519-591; *America’s Urban*, Chapter 6. |
| Week 9 (cont.) | Mar. 24 | Depression-Era New York and the New Deal in American Cities  
*Empire City* pp. 592-665; *America’s Urban*, Chapter 7.  
FRI-MON EASTER BREAK |
|---|---|---|
| Week 10 | Tuesday  
**Mar. 29** | **DUE MONDAY NIGHT:** Up-to-Date Block Surveys, Keyword Searches, Self-Reflections, and Final Paper Outlines  
From Sources to Outlines, from Outlines to Drafts  
Significance and Outside Perspectives |
|  | Mar. 31 | World War II and Postwar “Urban Renewal” and the Suburbs  
*Empire City* pp. 666-738; *America’s Urban*, Chapter 8. |
|  | Apr. 4 | The 1960s: Civil Rights and the Response  
*Empire City* pp. 739-814; *America’s Urban*, Chapter 9. |
| Week 11 | Apr. 7 | **FIELD TRIP:** Queens Museum  
Bring magnifying glasses/strong lens on camera if you can  
Read before you go: Zoe Rosenberg, “Unlocking the Secrets of New York City's Most Famous Model,” *Curbed NY* February 27, 2015,  
WE WILL NOT BE BACK BY 4:15 |
|  | Apr. 11 | The 1970s: “New York, Drop Dead”  
*Empire City* pp. 815-839; *America’s Urban*, Chapter 10 (first part); *Once Upon A Time In New York: The Birth Of Hip Hop, Disco & Punk* (BBC documentary, 2011, available online). |
| Week 12 | Apr. 14 | The 1980s: Greed is Good?  
|  | Apr. 18 | Presentation of your Research  
Work on your Paper |
|  | Apr. 21 | Presentation of your Research  
Work on your Paper  
**LAST DAY TO WITHDRAW FROM CLASS IS APRIL 22** |
| Week 14 | Apr. 25 | Class does not meet; professor available in extra office hours  
Work on your Paper  
**DUE TUESDAY NIGHT:** Second Draft of Final Paper |
| **Week 14 (cont.)** | **Apr. 28** | Read drafts for Fellow Students  
**DUE:** Comments on Peer Drafts  
Class Discussion of Drafts |
|-------------------|-------------|--------------------------------------------------------------------------------|
| **Week 15**       | **May 2**   | **The 1990s: Security, Surveillance, Giuliani, and 9/11**  
*Empire City* pp. 891-976 and *America’s Urban*, Chapter 11 (first section). |
|                   | **May 5**   | **New York Since 9/11: Bloomberg, Occupy, Sandy, and De Blasio**  
and Ruth Milkman, Stephanie Luce, and Penny Lewis, *Changing the Subject: A bottom-up Account of Occupy Wall Street in New York City* (New York: CUNY Murphy Institute, 2013), [https://media.sps.cuny.edu/filestore/1/5/7/1_a05051d2117901d/1571_92f56221b8041e.pdf](https://media.sps.cuny.edu/filestore/1/5/7/1_a05051d2117901d/1571_92f56221b8041e.pdf)  
| **Week 16**       | **May 9**   | **No Class – Friday Classes Meet** |
| **Week 17**       | **May 14**  | **FINAL EXAM TIME**  
**DUE SUNDAY:** Final Research Paper |
# Grading Rubric for Writing Assignments

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Argument, Content &amp; Development</strong></td>
<td>- Argument is missing or unclear.</td>
<td>- Content is not comprehensive and /or persuasive.</td>
<td>- Content is accurate.</td>
<td>- Content is comprehensive and accurate.</td>
</tr>
<tr>
<td></td>
<td>- Content is incomplete.</td>
<td>- Major points are addressed, but not well supported.</td>
<td>- Argument is persuasive.</td>
<td>- Argument is persuasive.</td>
</tr>
<tr>
<td></td>
<td>- Major points are not clear and /or persuasive.</td>
<td>- Responses are inadequate or do not address assignment.</td>
<td>- Major points are stated.</td>
<td>- Major points are stated clearly and are well supported.</td>
</tr>
<tr>
<td></td>
<td>- Specific examples are not used.</td>
<td>- Specific examples do not support arguments and/or are not related to</td>
<td>- Responses are adequate and address assignment.</td>
<td>- Responses are excellent, addressing the assignment and larger course</td>
</tr>
<tr>
<td></td>
<td>- Suggested questions are not used to structure assignment.</td>
<td>arguments.</td>
<td>- Content and purpose of the writing are clear.</td>
<td>concepts.</td>
</tr>
<tr>
<td><strong>Organization &amp; Structure</strong></td>
<td>- Organization and structure detract from the message of the writer.</td>
<td>- Structure of the paper is not easy to follow.</td>
<td>- Structure is mostly clear and easy to follow.</td>
<td>- Structure of the paper is clear and easy to follow.</td>
</tr>
<tr>
<td></td>
<td>- Paragraphs are disjointed and lack transition of thoughts.</td>
<td>- Paragraph transitions are awkward and need improvement.</td>
<td>- Paragraph transitions work.</td>
<td>- Paragraph transitions are logical and maintain the flow of thought</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Conclusion is missing, or if provided, does not flow from the body of the paper.</td>
<td>- Conclusion is logical.</td>
<td>throughout the paper.</td>
</tr>
<tr>
<td><strong>Grammar, Punctuation &amp; Spelling</strong></td>
<td>- Paper contains numerous grammatical, punctuation, and spelling errors.</td>
<td>- Paper contains few grammatical, punctuation and spelling errors.</td>
<td>- Rules of grammar, usage, and punctuation are followed with minor errors.</td>
<td>- Language is clear and precise; sentences display consistently strong, varied structure.</td>
</tr>
<tr>
<td></td>
<td>- Language uses jargon or conversational tone.</td>
<td>- Language lacks clarity or includes the use of some jargon or conversational tone.</td>
<td>- Spelling is correct.</td>
<td></td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>- Citations are not used at all.</td>
<td>- Citations are used for some but not other instances.</td>
<td>- Citations are used for primary sources, but not to other readings.</td>
<td>- Citations are used for all instances, both to primary source and other readings as needed.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>- Paper lacks many elements of correct formatting.</td>
<td>- Paper follows most guidelines.</td>
<td>- Paper follows designated guidelines.</td>
<td>- Paper follows all designated guidelines.</td>
</tr>
<tr>
<td></td>
<td>- Paper is inadequate/excessive in length.</td>
<td>- Paper is over/under word length.</td>
<td>- Paper is the appropriate length as described for the assignment.</td>
<td>- Paper is the appropriate length as described for the assignment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Format is good.</td>
<td>- Format enhances readability of paper.</td>
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</tbody>
</table>