

History 460: U.S. Urban Cultural and Social History

Loyola University Chicago
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Fall 2011
Mund. 308
Wed. 4:15-6:45pm
Office Hours: M/W 11-noon,
or by appointment

Course Overview:

This is a graduate readings seminar that introduces U.S. urban history through major works in the field. Moving from the early 19th through the late 20th centuries, this course will focus discussion on the analytic trends, major questions and issues shaping urban history. Themes will include: the emergence of the middle class and market economy, spatial segregation, the formation of religious, ethnic, and gender subcultures in American cities, urban political movements, the urban “crisis,” the problems of disease and environmental pressure, and suburbanization. This class is reading, writing, and discussion-intensive. Students will submit short book reviews over the course of the semester and a final 20-25 page final historiographical essay.

Reading: can be purchased at the university bookstore or Beck’s bookstore (both on Sheridan)

Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth-Century Manhattan* (New York: Vintage, 2006), ISBN 13-978-1400032266

Hannah Rosen, *Terror in the Heart of Freedom: Citizenship, Sexual Violence, and the Meaning of Race in the Postemancipation South* (Chapel Hill: UNC Press, 2008), ISBN 13- 978-1400032266

Matthew Klingle, *Emerald City: An Environmental History of Seattle* (New Haven: Yale, 2009) ISBN 13-978-0300143195

Timothy Gilfoyle, *City of Eros: New York City, Prostitution, and the Commercialization of Sex, 1790-1920* (New York: Norton, 1994) ISBN 13- 978-0393311082

Sarah Deutsch, *Women and the City: Gender, Space, and Power in Boston, 1870-1940* (New York: Oxford, 2002), ISBN 13- 978-0195158649

Mary Ryan, *Civic Wars: Democracy and Public Life in the American City During the Nineteenth Century* (Berkeley: Univ. of California Press, 1998), ISBN 13- 978-0520216600

Alison Isenberg, *Downtown America: A History of the Place and the People Who Made It* (Chicago: University of Chicago Press, 2004), ISBN 13- 978-0226385082

Scott Kurishige, *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles* (Princeton, NJ: Princeton University Press, 2010) ISBN 13- 978-0691146188

Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (Berkeley: Univ. of California, 2001), ISBN 13- 978-0520226296

Thomas Sugrue, *Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton, NJ: Princeton University Press, 2005, revised edition), ISBN 13- 978-0691121864

Jefferson Cowie, *Capital Moves: RCA's 70 Year Quest for Cheap Labor* (New York: New Press, 2001), ISBN 13- 978-1565846593

Margaret Pugh O'Mara, *Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valley* (Princeton, NJ: Princeton University Press, 2004), ISBN 13-978-0345373168

Kenneth Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1987) ISBN 13- 978-0195049831

Andrew Wiese, *Places of Their Own: African American Suburbanization in the Twentieth Century* (Chicago: University of Chicago Press, 2005), ISBN 13- 978-0226896250

Matthew Lassiter, *The Silent Majority* (Princeton, NJ: Princeton Univ. Press, 2006), ISBN 13-978-0-691-09255-3

Week 1: Aug. 31

Introduction: What is Urban History?

Charles Tilly, "What Good Is Urban History?" *Journal of Urban History* 22 (1996) 702-19.

Week 2: Sept. 7

Cities and Slavery

Jill Lepore, *New York Burning*, Chapters 1-4.

Hannah Rosen, *Terror in the Heart of Freedom*, Introduction, Part I, and Chapter 5

Week 3: Sept. 14

The Urban Environment

Matt Klingle, *Emerald City*

BOOK REVIEW DUE

Week 4: Sept. 21

Geographies of Sex and Gender

Timothy Gilfoyle, *City of Eros*, Introduction, Parts I&II

Sarah Deutsch, *Women and the City*, Introduction, Chapters 1-4.

Week 5: Sept. 28

Democracy and Space

Mary Ryan, *Civic Wars*

BOOK REVIEW DUE

Week 6: Oct. 5

Spaces of Consumption

Alison Isenberg, *Downtown America: A History of the Place and the People Who Made It* (Chicago: University of Chicago Press, 2004).

Lizabeth Cohen, "From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America," *American Historical Review* 101, no. 4 (Oct. 1996), 1050-1081.

Topic and Preliminary Bibliography Due

Week 7: Oct 12

Race Formation in the City

Scott Kurishige, *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles*, Intro., chapters 1, 2, 3, 7, 9

Nayan Shah, *Contagious Divides*, Intro, 1-3, 6, 8, conclusion

Week 8: Oct. 19

Urban Crisis

Sugrue, *Origins of the Urban Crisis*

BOOK REVIEW DUE

Week 9: Oct. 26

Migrations of Capital

Cowie, *Capital Moves*, Intro, chapters 1-4

O'Mara, *Cities of Knowledge*, Intro., chapters 1-3

Paper Proposal Due

Week 10: Nov. 2

Suburban History

Kenneth Jackson, *Crabgrass Frontier*

Becky Nicolaides, "How Hell Moved from the City to the Suburbs," *The New Suburban History*, eds. Kruse/Sugrue [blackboard]

Week 12: Nov. 9

The New Suburban History

Kevin Kruse and Thomas Sugrue, "Introduction: The New Suburban History," *The New Suburban History*, eds. Kruse/Sugrue [blackboard]

Andrew Wiese, *Places of Their Own: African American Suburbanization in the Twentieth Century*

Week 13: Nov. 16

Suburban Politics

Lassiter, *The Silent Majority*

Week 14: Nov. 23

RESEARCH WEEK

(night before Thanksgiving)

Week 15: Nov. 30
writing workshop

Week 16: Dec. 7
Final
class with dinner at Professor's house
The Sunbelt
selected essays, *Sunbelt Rising*

Final Paper Due: Monday Dec 12th, noon turnitin.com (course # 4264129, password: Mumford)

Grading Policy

Student grades will based on: a.) attendance b.) participation in classroom discussions and c.) writing assignments

Book Reviews	30%
Participation	20%
Final Paper	45%
Paper Proposal/Bib	5%

A to A+ work=

In the classroom:

Full attendance (maybe one absence would be justified)

Participation in discussions that demonstrates engagement with the texts.

Listens and responds to comments of fellow students.

On assignments:

Book reviews and final papers with strong analysis, clear and well-structured writing that flows logically from one point to the next.

Demonstrates grasp of historiographical format.

B+-A- work=

Shows weakness in one of the three areas (attendance, participation, assignments).

B to B+ work= shows weakness in two of the three areas, or significant weakness in one of the areas.

B- to B= shows significant weakness in two of the three areas.

C- or below= you get the picture

Course and Instructor Policies

Attendance and participation are mandatory. If you are really shy, let's talk about it. Late assignments will not be accepted.

Laptops are not permitted in the classroom. Pagers and cell phones must be turned off.

Class Participation

Students are required to come to class: with all of the reading done Since graduate seminars revolve around discussion you will be expected to arrive in the classroom ready to express opinions.

Book Reviews, submit to **turnitin.com (course # 4264129, password: Mumford)**

The Purpose of the book review is three-fold:

- to prepare you for class discussions
- to train you in the methods of analysis used by historians
- to give me opportunities to comment on your writing

A book review does three things:

- Describes what the book is about
- Praises the book's strengths
- Critiques its weaknesses

Book review writing is a staple of the profession. Historians and other scholars must write them often.

Follow these **steps**:

1. Begin by briefly sketching out what the book examines. {one paragraph}
2. Identify the book's main goals and evaluate how well the content addresses those goals. The author usually presents the goals of the book in the preface or introduction. To make that evaluation, consider the following {two-three paragraphs}
 - a. How is the book organized? If the book is organized chronologically, briefly trace the chronology. If topical, what are the topics?
 - b. What kind of evidence does the author use to make her argument? Why does she use this kind of evidence?
 - c. Is the writing clear?
 - d. Is the argument convincing and/or sophisticated? Does the evidence s/he use back it up?
 - e. What are the different themes addressed in the book? Do they go together? How well does the author bring those themes together?
3. Quote the author two or three times to illustrate the aforementioned points you are trying to make in the review. Use the *Chicago Manual of Style* to do the proper footnotes for quotes.
4. Finish up by summarizing your overall assessment of the book. If your review has suggested that the book is terrible, state this concisely and forcibly here. If your review suggests the work is wonderful, say that. The conclusion should reiterate the analysis you have been providing all along. It should not be the first time you provide any analysis. {one paragraph}
5. Write 550 and 600 words.
6. Post your book reviews to web ct by noon the Monday before class so that other students can read them and prepare for class.
7. Turn a hard copy of the book review in to Prof. Nickerson in class.

Final Class Project At the end of the semester students will turn in a 15+ page historiographical essay documenting the history of a field within history. I will give detailed instructions, as well as an example, to help you approach the project. At various points in the semester we will talk about the paper you are developing. You will also be graded on the preliminary proposal and bibliography you turn in.

Electronic Devices: Cell phones and pagers must be turned off during class. Laptops are prohibited. Students who refuse to follow the professor's instructions with respect to electronic devices will be asked to leave the classroom and/or be counted as absent.

Academic Integrity: No academic dishonesty of any variety will be tolerated in this course. The professor will explain, in class, what constitutes plagiarism. It is your responsibility to be in class to hear that lecture.

Please visit this link for the university's policy on academic integrity:

<http://luc.edu/cas/pdfs/academicintegrity.pdf>

And I encourage you to visit this site for a guide to avoiding plagiarism (scroll down to II. Plagiarism):

<http://www.luc.edu/english/writing.shtml>

***Professor reserves the right to change details of the syllabus, should circumstances dictate. Students will be informed in class.