

New York and Los Angeles: United States Urban Modernity and its Contradictions

HIST 3990 T02 Seminars 2015-2016

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Office Hours: Monday 10:30 to 12:00

Course Description: This course is an introduction to seminar courses, as well as higher-level study and scholarship in the field of History. We will do this through an exploration of the urban history of two American metropolises: New York and Los Angeles in the 19th and 20th Centuries. Students will be required to read historical scholarship, theories of modernity and urban culture, do weekly reading assignments, engage in active class-room discussion, and conduct primary research resulting in a final seminar paper.

Expectations: This course is an introduction to the seminar class format and experience for History Majors and is a requirement in the attainment of an Honours Degree. Students will be expected to do intensive reading on a weekly basis; learn how to analyze scholarly writing, participate fully in discussion; differentiate a range of primary and secondary source materials and evidence; learn basic research methods, and produce an original piece of scholarly writing.

Required Texts

Students can purchase books at the University of Manitoba Bookstore or through other vendors including ebooks and kindle.

Mike Davis, *City of Quartz* (New York: Verso, New Edition, 2006).

Marshall Berman, *All That is Solid Melts into Air: The Experience of Modernity* (New York: Penguin Books, 1988).

Scott Kurashige, *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles* (Princeton: Princeton University Press, 2010).

Nan Enstad, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century* (New York: Columbia University Press, 1999).

Kathy Peiss, *Zoot Suit: The Enigmatic Career of an Extreme Style* (Philadelphia: University of Pennsylvania Press, 2014).

Vivek Bald, *Bengali Harlem and the Lost History of South Asian America* (Cambridge: Harvard University Press, 2013)

Course Assignments

1. **Weekly Assignment:** All students have to write a weekly paragraph that engages and responds to the assigned reading. Students can choose to simply summarize the readings or they can choose to provide a rejoinder or critique of the text. The paragraph should be between 200 and 300 words. These paragraphs will be shared through a process of group review at the beginning of each class. Students will be required to do 8 per term, 16 in total.

20% of Final Grade. Due in class each class Fall and Winter Terms.

2. **Classroom Participation:** Students will be expected to participate in classroom discussion and analysis of the reading. This is often a significant challenge to students who have not had the expectation or opportunity of presenting ideas and engaging in constructive discussion in a collegial setting. Nonetheless students need to be able to communicate and enter into discussion with their cohort. If a student is unable to do this in class they must work with the instructor to find an alternative interactive forum such as a blog/vlog they can share with the class.

To prepare for class discussion students should approach the text based on the following considerations: (i) descriptive content; (ii) the analytic arguments/insights; (iii) types of evidence and sources; (iv) the organizational frame of the work. Specific questions for consideration are:

- What is the subject matter of the text?
- What is the larger context of the work (location/period)/events)?
- Does the author refer to specific works of history, theoretical texts, that are being engaged and/or responded to?
- What categories of analysis is the author utilizing (class, race, ethnicity, gender, sexuality, modernization, agency, hegemony, political culture, etc.)?
- How does the author organize the article or book?
- What sorts of sources does the author use?
- How does the author support their findings?
- How does the author organize the article or book?

10% of Final Mark.

3. **Historiographical Essay:** Students must write a short essay that comparatively examines 3 monographs on the history of New York and/or Los Angeles. These books should be thematically linked in that they must all share a particular focus on issues (migration, architecture, gender and sexuality, racism, politics, planning, community organizing, consumption, policing, popular culture etc.). The essay should explore the central debates and themes of the books, similarities and differences of

interpretation, as well as research methodology. We will look at examples and discuss more specific expectations for this assignment in class. The essay must be 6-7 pages in length (approximately 1800-2000 words).

15% of Final Grade. Due Date November 16, 2015.

- 4. Research Essay Proposal:** Short research essay proposal between consisting of (i.) a brief statement regarding the topic of the research essay (250-350 words) (ii.) list of primary sources to be consulted (iii.) bibliography list of works to be consulted and referenced.
5% of Final Grade. Due December 7, 2015.
- 5. Research Seminar Essay:** This is a major assignment. Students are required to do an in depth scholarly paper on a topic approved by the instructor. The essay will build on one of the major themes of the course, and will provide a critical analysis of the existing literature on that theme. The paper must be drawn from both primary and secondary source materials. This material may be difficult to get so students are advised to work well in advance and to utilize Document Delivery (<http://umanitoba.ca/libraries/units/docdel/contact.html>) at the Dafoe Library for collections of letters, periodicals, newspapers, government documents etc. that might be available from research libraries and archives. Drafts of the essays will be circulated amongst the students for constructive critical review in the weeks prior to the submission deadline. We will discuss expectation and review examples of these essays in greater detail in class. Your essay must be between 20-25 pages (approximately 5000-6000 words).
30% of Final Grade. Due April 4, 2016.
- 6. Final Exam Take Home:** Students will answer two essay questions based on the assigned readings. One essay will be from reading in Term 1 and the other from readings from Term 2. We will develop the essay questions consultatively in class in Term 2.
20% of Final Grade. Due date TBA

Voluntary Withdrawal Date

The Voluntary Withdrawal date for this class is March 18, 2016. Students will receive feedback as well as preliminary grades before this date.

Statement on Academic Dishonesty

Students should acquaint themselves with the University's policy on plagiarism, cheating, and other forms of academic dishonesty in the General Academic Regulations in the online Academic Calendar and Catalogue and the Faculty of Arts regulation (http://umanitoba.ca/faculties/arts/student_resources) which reads: *The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the*

most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication. The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Computers, Cellular Phones, Tablets etc.

Students will only be allowed to use computers or other electronic devices for taking notes with the permission of instructor. All phones must be on silent/vibrate mode and stored in pockets, bags or purses for the duration of the class. Texting, instant messaging, surfing the web etc. is not appropriate in class, students engaging in any of these activities will be asked to leave.

Essay and Assignment Citations and Format

All assignments should be printed double-spaced and in 12 point Font Size. Students should use humanities citation style with footnotes. For a guide to proper citation consult Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*. A copy of this manual can be found in the reference room at the Elizabeth Dafoe Library (LB2369 T8 1987). Or students can consult the *Chicago Manual of Style Online*.

<http://www.chicagomanualofstyle.org/home.html>

Marking Scale

A+ 88-100%	C+ 65-59%
A 80-87%	C 60-64%
B+ 75-79%	D 50-59%
B 70-74%	F 0-49%

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.