

**United States Urban Modernity
and its Contradictions, New York City**

HIST 3990 To3 Seminars 2016-2017

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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 one American metropole New York City 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 classroom 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.

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

Sven Beckert, *The Monied Metropolis: New York City and the Consolidation of the American Bourgeoisie, 1850-1896* (New York: Cambridge University Press, 2003).

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).

Sarah Schulman, *Gentrification of the Mind: Witness to a Lost Imagination* (Berkeley: University of California 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. 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 14, 2016.

4. **Research Essay Proposal:** Short research essay proposal 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 5, 2016.

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 expectations 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 3, 2017.

6. **Final Exam Take Home:** Students will answer two essay questions based on the assigned readings. One essay will be from readings 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 17, 2017. 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.

Student Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC):

<http://umanitoba.ca/student/academiclearning/>. The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English

as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Kyle Feenstra, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

HIST 3990 Weekly Readings

Class Schedule and Weekly Readings

Fall Term

Week 1: September 12

Introduction and syllabus review. Students will work on a reading and research schedule for the year.

Marshall Berman, *All That is Solid Melts into Air: The Experience of Modernity*, pages 5 to 130.

Week 2: September 19

Leslie Harris, *In the Shadow of Slavery: African Americans in New York City*, Chapters 1 and 2.

Week 3: September 26

Elizabeth Blackmar, *Manhattan for Rent, 1785-1850*, Chapter 5: "Public, Private, and Common: The Regulation of Streets and Neighborhoods."

Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860*, Chapter 10: "The Uses of the Streets."

Week 4: October 5

Elliot Gorn, "Goodbye Boys, I Die a True American" Homicide, Nativism and Working Class Culture in Antebellum America" *The Journal of American History* <http://www.historyteacher.net/HistoryThroughFilm/FilmReadings/HomicideNativismAndWorking-ClassCultureInAntebellumNYC.pdf>

Graham Hodges, "Desirably Companions and Lovers: Irish and African Americans in the Sixth Ward, 1830-1870." In Ronald Bayor and Timothy Meagher, eds. *The New York Irish*.

Iver Bernstein, *The New York City Draft Riots: Their Significance for American Society and Politics in the Age of the Civil War* Chapters 1 and 2.

Week 5: October 10, THANKSGIVING, NO CLASS UNIVERSITY CLOSED.

Week 6: October 17

Elliot Gorn, "Goodbye Boys, I Die a True American" Homicide, Nativism and Working Class Culture in Antebellum America" *The Journal of American History* <http://www.historyteacher.net/HistoryThroughFilm/FilmReadings/HomicideNativismAndWorking-ClassCultureInAntebellumNYC.pdf>

Graham Hodges, "Desirably Companions and Lovers: Irish and African Americans in the Sixth Ward, 1830-1870." In Ronald Bayor and Timothy Meagher, eds. *The New York Irish*.

Iver Bernstein, *The New York City Draft Riots: Their Significance for American Society and Politics in the Age of the Civil War* Chapters 1 and 2.

Week 7: October 24

Jacqueline Shine. "'Open to the People for Their Free Assembly": Tompkins Square Park, 1850-1880." *Journal of Social History* 45, no. 1 (2011): 108-124. <https://muse.jhu.edu/>

David Scobey "Anatomy of the Promenade: The Politics of Bourgeois Sociability in Nineteenth-Century New York" *Social History* Vol. 17, No. 2 (May, 1992), pp. 203-227
<http://www.jstor.org/stable/4286016>

Shane White. "The Gold Diggers of 1833: African American Dreams, Fortune-Telling, Treasure-Seeking, and Policy in Antebellum New York City." *Journal of Social History* 47, no. 3 (2014): 673-695. <https://muse.jhu.edu/>

Week 8: October 31

Sven Beckert, *The Monied Metropolis: New York City and the Consolidation of the American Bourgeoisie, 1850-1896* (New York: Cambridge University Press, 2003).

Week 9: November 7

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).

Week 10: November 14

Bethany Moreton and Nan Enstad Workshop. Readings to be announced.

Historiographical Essay Due

Week 11: November 21

Kathy Piess, "Charity Girls and City Pleasures: Historical Notes on Working Class Sexuality 1880-1920" in Ann Snitow et al, *Powers of Desire: The Politics of Sexuality* (New York: Monthly Review Press, 1983), 74-87.

Mary Ting Yi Liu, "The Real Yellow Peril": Mapping Racial and Gender Boundaries in New York City's Chinatown, 1870-1910," *Hitting Critical Mass: A Journal of Asian American Cultural Criticism*, v. 5, N. 1 (Spring, 1998).

George Chauncey, *Gay New York* Chapter 2.

Week 12: November 28

Catherine McNeur, "The "Swinish Multitude": Controversies over Hogs in Antebellum New York City" *Journal of Urban History* vol. 37 no. 5 (2011): 639-660. Available Digitally through Dafoe Library.

Jessica Wang, "Dogs and the Making of the American State: Voluntary Association, State Power, and the Politics of Animal Control in New York City, 1850-1920" *Journal of American History* (2012) 98 (4): 998-1024
Available Digitally through Dafoe Library.

Etienne Benson, "The Urbanization of the Eastern Gray Squirrel in the United States" *Journal of American History*

http://www.journalofamericanhistory.org/teaching/2013_12/article.pdf

Week 13: December 5

We will review and share the research essay proposals in class. Briefly going over the general topic, research questions, and sources identified by the students.

Timothy J. Gilfoyle, "Street-Rats and Gutter-Snipes: Child Pickpockets and Street Culture in New York City, 1850-1900" 37, no. 4, (2004): 853-862.

<https://muse.jhu.edu/>

Henry M. McKiven Jr., "The Political Construction of a Natural Disaster: The Yellow Fever Epidemic of 1853" *Journal of American History*, 94 (Dec. 2007), 734-42.

James Colgrove, *Between Persuasion and Compulsion: Smallpox Control in Brooklyn and New York, 1894-1902. Bulletin of the History of Medicine* 78.2 (2004) 349-378.

Research Essay Proposal Due

Winter Term 2015

Week 1: January 9

Clare Corbould. "Streets, Sounds and Identity in Interwar Harlem." *Journal of Social History* 40, no. 4 (2007): 859-894.

Christopher Thale. "Assigned to Patrol: Neighborhoods, Police, and Changing Deployment Practices in New York City before 1930." *Journal of Social History* 37, no. 4 (2004): 1037-1064.

Brian McCammack. "'My God, they must have riots on those things all the time': African American Geographies and Bodies on Northern Urban Public Transportation, 1915–1940." *Journal of Social History* 43, no. 4 (2010): 973-988.

Week 2: January 16

Daniel Opler. "Monkey Business in Union Square: A Cultural Analysis of the Klein's-Ohrbach's Strikes of 1934-5." *Journal of Social History* 36, no. 1 (2002): 149-164.

Robert Hawkins. "'Industry Cannot Go On without the Production of Some Noise': New York City's Street Music Ban and the Sound of Work in the New Deal Era." *Journal of Social History* 46, no. 1 (2012): 106-123.

Jenny Carson and Neil Geiser, "The Democratic Initiative": The Promises and Limitations of Industrial Unionism for New York City's Laundry Workers, 1930 – 1950" *Labor* (2011) 8(4): 65-87

Week 3: January 23

Naomi Adiv. "Paidia meets Ludus: New York City Municipal Pools and the Infrastructure of Play." *Social Science History* 39, no. 3 (2015): 431-452.

Frederick Douglass Opie. "Eating, Dancing, and Courting in New York Black and Latino Relations, 1930–1970." *Journal of Social History* 42, no. 1 (2008): 79-109.

Vanessa May. "Standardizing the Home?: Women Reformers and Domestic Service in New Deal New York." *Journal of Women's History* 23, no. 2 (2011): 14-38.

Week 4: January 30

Daniel Hart London, "Outside the World of Tomorrow New York Labor and the Public Sphere in the 1939–1940 New York World's Fair" *Journal of Urban History* vol. 40 no. 6 (2014): 1011-1027.

Julia L. Foulkes. "Streets and Stages: Urban Renewal and the Arts After World War II." *Journal of Social History* 44, no. 2 (2010): 413-434.

Klemek, Christopher. "The Rise & Fall of New Left Urbanism." *Daedalus* 138, no. 2 (2009): 73-82.

Week 5: February 6

Chin Jou, "Neither Welcomed, Nor Refused: Race and Restaurants in Postwar New York City" *Journal of Urban History* vol. 40 no. 2 (2014): 232-251.

Marilynn S. Johnson. "The Career Girl Murders: Gender, Race, and Crime in 1960s New York." *WSQ: Women's Studies Quarterly* 39, no. 1 (2011): 244-261.

Blake Slonecker. "The Columbia Coalition: African Americans, New Leftists, and Counterculture at the Columbia University Protest of 1968." *Journal of Social History* 41, no. 4 (2008): 967-996

Week 6: February 13 LOUIS RIEL DAY, UNIVERSITY CLOSED, READING WEEK

Week 7: February 20

Jennifer Nelson. "'Abortions under Community Control': Feminism, Nationalism, and the Politics of Reproduction among New York City's Young Lords." *Journal of Women's History* 13, no. 1 (2001): 157-180.

Christina B. Hanhardt "Butterflies, Whistles, and Fists: Gay Safe Streets Patrols and the New Gay Ghetto, 1976-1981" *Radical History Review* Winter 2008 (100): 61-85.

Terence Kissack, "Freaking Fag Revolutionaries: New York's Gay Liberation Front, 1969-1971" *Radical History Review* Spring 1995 (62): 105-134.

Week 8: February 27

Sarah Schulman, *Gentrification of the Mind: Witness to a Lost Imagination* (Berkeley: University of California Press, 2013)

Week 9: March 6

Discussion of Seminar Paper Drafts

Week 10: March 14

Discussion of Seminar Paper Drafts

Week 11: March 20

Discussion of Seminar Paper Drafts

Week 12: March 27
Discussion of Seminar Paper Drafts

Week 13: April 3
Research Seminar Essay due.