



Cities and Suburbs

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

HIS 364 / Digital Studies Elective Spring 2017
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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 multiple perspectives: Through the lived experiences of the inhabitants of cities and suburbs expressed in their own words, and from the perspective of historians, journalists, and other writers who have researched and reflected on urban and suburban history. We will also see how digital sources and tools are enabling and transforming knowledge about cities and suburbs of the past and present. We will look closely at Philadelphia, Camden, and the surrounding suburbs as case studies of urban and suburban change.

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

- Chudacoff and Baldwin, *Major Problems in American Urban and Suburban History*, 2nd edition
- Jackson, *Crabgrass Frontier: The Suburbanization of the United States*

Requirements

- **Preparation / Participation** – Includes attendance, demonstrated preparation of assigned reading, and active participation, especially in group work. 10% of course grade.
- **Data Visualization / Research Project: Camden's Cooper Street** – 20% of course grade.
- **Digital Gallery Posts** (illustrate documents, usually one per week) – 10% of course grade.
- **Short-answer tests** (two) – each 15%, total of 30% of course grade.
- **Final exam** – short answers plus take-home essay. 30% of course grade (15% each part).

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 text-messaging and leaving the room during class will be viewed as a lack of participation and will lower your participation grade.</p> <p>To participate, of course you must be present. If you are absent for more than two classes, your participation grade will be lowered by one letter, and again by an additional letter for each additional class 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 two 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>You may use the computers provided in the classroom or bring your own. Personal texting or web surfing not related to class activity is forbidden and will lead to restrictions on use of devices as well as reductions of participation grades.</p>
<p>Deadlines</p>	<p>Late papers will not be accepted. Exceptions will be granted only in cases of documented emergency. Follow instructions for how to submit your work, and do not send e-mail attachments without asking first.</p>
<p>Exams</p>	<p>Tests must be taken at the scheduled times; makeups will be granted only in cases of documented emergency and they will have different questions.</p>
<p>Communication</p>	<p>How to reach the professor: E-mail (preferred): cmires@camden.rutgers.edu. Voice mail: 856-225-6069. Office: 325 Cooper Street (in the Mid-Atlantic Regional Center for the Humanities). Office hours: Tuesdays and Thursdays, 2-4 p.m. (advance confirmation recommended); also by appointment and briefly after class.</p> <p>The e-mail addresses in the Sakai system will be used for class-wide communication. Check your email regularly. 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), http://sakai.rutgers.edu.</p>
<p>Weather</p>	<p>Rutgers rarely closes due to severe weather, but if this occurs an announcement will be posted on the campus website and social media. You can also sign up for text alerts: http://www.camden.rutgers.edu/about/operating-status. If class is canceled, watch for an email about adjustments to the syllabus.</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: <https://deanofstudents.camden.rutgers.edu/academic-integrity>.

Schedule

In addition to the assignments below, quizzes or short writing assignments may be added if needed to assure thorough preparation or enhance discussion. Readings may also change, but not significantly.

Do the assigned reading before class, and bring your books. To prepare well for each class, you will need at least two to three hours to give undivided attention to the reading. Pay closest attention to the documents and essays in the *Major Problems* book. The *Crabgrass Frontier* book provides additional background to these readings and will be referred to in class as well as included in the tests and final exam.

In general, each class meeting will begin with a short introduction of the topic for the day, followed by discussion of documents and digital gallery posts. Any remaining time that remains will be spent exploring and evaluating relevant digital history projects and connecting the topic to the local histories of Philadelphia, Camden, and the surrounding region. If a test is scheduled, it will take place at the beginning of the class period.

Dates	Topics and reading assignments	Places in documents and essays this week	Other deadlines
Jan. 17	Cities and Suburbs – What’s the connection? Concept mapping, the old-fashioned way. Digital resources for urban and suburban history. Introduction to Padlet for digital gallery posts.		
Jan. 24	Colonial Seaports and Trading Posts, 1600-1770 <i>Major Problems</i> , Chapter 2, pp. 35-71	New England Maryland Philadelphia New York Charleston Baltimore St. Louis	Digital gallery post for MP documents Ch 2

Jan 31	<p>M – The Lower Sort in Early American Cities, 1740-1825</p> <p><i>Major Problems</i>, Chapter 3, pp. 72-105 <i>Crabgrass Frontier</i>, Chapter 1</p>	Philadelphia Boston Albany, N.Y. New York New Orleans Charleston	Digital gallery post for MP documents Ch 3
Feb 7	<p>Economic Growth / Social Change, 1825-1860</p> <p><i>Major Problems</i>, Chapter 4, pp. 106-132 <i>Crabgrass Frontier</i>, Chapters 2 and 3</p>	Lynn, Mass. Lowell, Mass. Rochester, N.Y. Newark, N.J. Chicago San Francisco	Digital Gallery Post for MP documents Ch 4
Feb 14	<p>Sanitation and Public Health, 1830-1900</p> <p><i>Major Problems</i>, Chapter 5, pp. 134-171</p> <p>Review for test #1</p>	New York Boston New Orleans San Francisco Memphis, Tenn. Baltimore Chicago	Digital Gallery Post for MP documents Ch 5
Feb 21	<p>Short answer test #1 – Covering <i>Major Problems</i> (essays only), chapters 2, 3, and 4, and 5; <i>Crabgrass</i> chapters 2 and 3; and material presented in class.</p> <p>Introduction to Data Visualization Project Visualization Project workshop time</p>		
Feb 28	<p>Class Consciousness and Conflict, 1850-1900</p> <p><i>Major Problems</i>, Chapter 6, pp. 173-224</p> <p>Visualization Project workshop time</p>	New York Chicago	Digital Gallery Post for MP documents Ch 6
March 7	<p>Changing Technology and Urban Space, 1870-1930</p> <p><i>Major Problems</i>, Chapter 8, pp. 261-287 (note skip in order of chapters). <i>Crabgrass Frontier</i>, Chapters 5, 6, and 9 (note skip in order of chapters)</p>	Philadelphia Boston Chicago Hartford, Conn. St. Louis	Data Visualization Project: Preliminary findings are due, with bibliography for further research.
Spring Break	No class March 14.		

March 21	<p>Immigration and Migration, 1870-1930</p> <p><i>Major Problems</i>, Chapter 7, pp. 225-260 (skip back in order of chapters) <i>Crabgrass Frontier</i>, Chapter 4 (skip back in order of chapters).</p>	Chicago New York San Francisco Pittsburgh Philadelphia	Digital Gallery Post for MP documents Ch 7
March 28	<p>Urban Politics – Bosses and Reformers, 1870-1930</p> <p><i>Major Problems</i>, Chapter 9, pp. 288-318 (note skip in order of chapters) <i>Crabgrass Frontier</i>, Chapter 8 (note skip in order of chapters)</p> <p>Short answer test #2 – Covering MP (essays only), chapters 6, 7, 8, and 9; <i>Crabgrass</i> chapters 4, 5, 6, 8, and 9; and material presented in class.</p>	New York Chicago Denver	Digital Gallery Post for MP documents Ch 9
April 4	<p>Neighborhoods and Communities, 1880-1945 (First part of class: collaborative tour of Cooper Street Historic District, using findings from data project.)</p> <p><i>Major Problems</i>, Chapter 10, pp. 319-350 <i>Crabgrass Frontier</i>, Chapter 7 (note skip back in order of chapters)</p>	Baltimore Denver Kansas City Chicago Atlanta	
April 11	<p>Race and Redevelopment, 1945-1975</p> <p><i>Major Problems</i>, Chapter 12, pp. 391-427 (note skip in chapters) <i>Crabgrass Frontier</i>, Chapters 10-11 (note skip in chapters)</p>	Chicago St. Louis Los Angeles Boston	Digital Gallery Post for MP documents Ch 12
April 18	<p>Suburban Sprawl, 1945-Present</p> <p><i>Major Problems</i>, Chapter 13, pp. 429-458 <i>Crabgrass Frontier</i>, Chapter 12</p>	Levittown Northeast Corridor	<p>Digital Gallery Post for MP documents Ch 13</p> <p>Data Visualization Paper is due.</p>
April 25	<p>Urban Industrial Transition, 1945-Present</p> <p><i>Major Problems</i>, Chapter 14, pp. 460-487 <i>Crabgrass Frontier</i>, Chapters 13 and 14</p>	Chicago Detroit Los Angeles	Digital Gallery Post for MP documents Ch 14

Final exam date: Tuesday, May 9, at our regular class time.

Short answer portion of exam: Covering MP (essays only), chapters 10, 12, 13, and 14; *Crabgrass* chapters 7, 10, 11, 12, 13, and 14; and material presented in class.

Take-home essay portion: Instructions will be provided at the last class meeting.

ASSIGNMENT INSTRUCTIONS

Digital Gallery Posts

The purpose of this assignment is to encourage close reading and build visual representations of the histories of cities and suburbs. For most weeks, you will have an assignment to add one post, and we may look for others during class to fill gaps.

For these posts, we will use the Padlet.com collaboration platform. Sign up for an account so that your posts will be identified with your name.

On Sakai, you will find a folder with links to Padlet pages for each week's class. Before you begin, look to see what has already been posted so we can avoid duplications. The requirements for the assignment are:

- Find and add one visual that connects with a document in the assigned chapter of the *Major Problems* book. Your post must include:
 - A title for the visual, its date, and the source of the image.
 - Text that identifies the related document and explains the connection to the visual.
 - Text that provides one additional point of information or elaboration, obtained from a digital information source (other than Wikipedia), and the source of that information.

Grades for posts:

- A: Post is complete and posted on time (before class begins).
- B: Post is missing one requirement; is posted on time.
- C: Post is missing two requirements and/or post is late.
- D: Post is missing more than two requirements.
- F: No Post.

Data Visualization / Research Project: Camden's Cooper Street

The purpose of this assignment is to explore the potential role of data analysis and visualization in historical research, using the example of the Cooper Street Historic District. Starting with a compiled database of Census and city directory records, this project will have several steps, leading to the completion of a research paper. Further instructions will be provided, but the essential steps of the project will be:

- Pose a question or problem to be explored using a subset of the available data, then select, refine, and create a visualization of the data (using the tools available at raw.densitydesign.org). Submit preliminary findings and bibliography for further research for feedback, March 7.
- Present a portion of findings to the class as part of a collaborative tour of Cooper Street, April 4.
- Submit a research paper (about 10 pages) based upon the data analysis and additional research, April 18.