

HISTORY OF NEW YORK CITY

Core Topics in US History, 21:512:360:B2

Instructor: Ryan Donovan Purcell

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Office: Conklin 337 Office Hours (By appointment)

Class Location and time: Zoom, Mondays - Thursdays, 10:00 - 11:50 AM.

COURSE SYNOPSIS

This course will trace the evolution of New York City from 1607 to the present by analyzing the stories Americans told of themselves that contoured their experiences. In discussing how these narratives intersect, interact and sometimes contradict each other, we will discover the complexities of urban experience in American history. The readings focus on the city's social and physical histories, and the class discussions compare New York's development to patterns in other cities. A number of themes structure this survey of American history including 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. Students will develop their analytical skills in the written assignments and the class discussions by identifying the main theses, supporting arguments, evidence, assumptions and rhetorical strategies of the course readings.

COURSE LEARNING OUTCOMES

- Provide a survey of the history of the City of New York and an appreciation for the urban experience in American history.
- Identify and apply the key historical concepts of change-over-time, cause and effect, agency, historical empathy and continuity and discontinuity, and recognize how these concepts are employed in the historical method.
- Analyze and interpret primary sources with attention to audience, authorship and context. Produce a paper with a clear thesis and appropriate citations based on strong evidence drawn from historical sources.
- Identify and discuss the importance of struggles for equal rights, the increasing engagement of the U.S. in the world, the development of the American economy, the expanding scope and power of the federal government, and shifting attitudes and policies regarding diversity in the United States.
- Read a variety of texts for meaning and informed analysis.

REMOTE LEARNING

This course combines synchronous and asynchronous remote learning strategies. Video lectures will be recorded and posted to Blackboard on the dates indicated on the course schedule. Weekly discussion sessions will take place via Zoom according to the times and dates indicated on the course schedule. This is an opportunity for students to connect assigned readings to lecture themes and ask questions about the lectures they have viewed. Students can schedule office hours appointments by emailing the instructor and appointments will also be held via Zoom. Exams will be administered electronically, and students will have a twenty-four hours to complete exams and submit them to Blackboard. Essay assignments will also be administered electronically via Blackboard.

Technological Resources for Students: <https://coronavirus.rutgers.edu/technology-resources-for-students/>.

Contact Information for OIT-Newark Help Desk: <https://coronavirus.rutgers.edu/technology-resources-for-students/>

READINGS

Required Reading:

- Eric Hoberger, *The Historical Atlas of New York City*, Third Edition (Henry Holt and Co., 2016).
- Rebecca Solnit and Joshua Jelly-Schapiro ed.s, *Nonstop Metropolis: A New York City Atlas* (2016).

Additional Readings:

Additional reading readings will be posted to Blackboard. They are divided into two groups: Primary Documents and Articles – historical essays (secondary sources) that discuss the period under study.

ASSIGNMENTS

Participation: Everyone is both expected and required to participate in class discussions. The participation grade will reflect the quality and quantity of your in-class participation. Attendance is mandatory. Any student who misses four or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Essay: Students will write one 5-6 PAGE essay that will engage primary sources. Over the course of the semester, students will learn how to interpret and connect each primary source to an idea covered in our readings and lectures. These essays will give students an opportunity to demonstrate their skills as researchers and writers. Late papers without documented excuse will not be accepted.

Exams: Two exams will be held in class, one midway through the semester and one at the end of the semester. These exams will include identification questions, multiple-choice questions, short essays and one long essay. There will be no make-up exams without a documented excuse.

GRADING

Class	
Participation.....	10%
Essay.....	30%
Exam One.....	30%
Exam Two.....	30%
TOTAL	
.....	100%1.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: “On my honor, I have neither

received nor given any unauthorized assistance on this examination / assignment”.
<http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

Grading Scale

A = 89.5-100

B+ = 84.5-89.49

B = 79.5-84.49

C+ = 74.5-79.49

C = 69.5-74.49

D = 59.5-69.49

F = 0-59.49

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

SCHEDULE

WEEK 1: Wednesday 6/2 – Thursday 6/3

Meeting: Wednesday 6/2; *INTRODUCTION*

Meeting: Thursday 6/3

PRIMARY SOURCE: E.B. White, *Here is New York* (1949).

WEEK 2: Monday 6/7 – Thursday 6/10

Lecture: Monday 6/7; *LENAPE COUNTRY*

Homberger, Chapter 1.

Rem Koolhaas, "Prehistory" *Delirious New York: A Retroactive Manifesto* (The Monacelli Press, 1997).

Meeting: Tuesday 6/8

Rebecca Solnit, "Wildlife," in Rebecca Solnit and Joshua Jelly-Schapiro ed.s, *Nonstop Metropolis: A New York City Atlas* (2016).

PRIMARY SOURCE: Emanuel Van Meteren, Account of Henry Hudson's Voyage in 1609" (1611) in *Empire City*, p. 23-25.

Lecture: Wednesday 6/9; *DUTCH NEW YORK, 1610-1664*

Homberger, Chapter 2 & 3.

Meeting: Thursday 6/10

PRIMARY SOURCE: Nicolaes Van Wassaer, New Amsterdam, Frontier Trading Post, from *Historisch Verhael* (1626) in *Empire City*, p. 26-28.

WEEK 3: Monday 6/14 – Thursday 6/17

Lecture: Monday 6/14; *AMERICAN REVOLUTION, AMERICAN CAPITAL, 1664-1783*

Homberger, Chapter 4.

Kenneth T. Jackson, The Forgotten Saga of the Prison Ship (1990), in *Empire City*, p. 94-98.

Meeting: Tuesday 6/15

Garnette Cadogan, "Planting Liberty: 350 Years of Freedom in Flushing," in Rebecca Solnit and Joshua Jelly-Schapiro ed.s, *Nonstop Metropolis: A New York City Atlas* (2016).

Lecture: Wednesday 6/16; *REBUILDING NEW YORK, 1783-1835*

Homberger, Chapter 5.

Meeting: Thursday 6/17

PRIMARY SOURCE: Basil Hall, from *Travels in North America in the Years 1827 and 1828*, in *Empire City*, 152-155.

PRIMARY SOURCE: Alexis De Tocqueville, from *Democracy in America* (1835), in *Empire City*, p. 178-179.

MIDTERM EXAM

WEEK 4: Monday 6/21 – Thursday 6/24

Lecture: Monday 6/21; *CIVIL WAR NEW YORK, 1850s-1865*

Mike Wallace, The Battle for New York, in *Gotham: A History of New York City to 1898* (2000), 883-905.

Meeting: Tuesday 6/22

Paul La Farge, "Harper's and Harpooners: Whaling and Publishing in Melville's Manhattan," in Rebecca Solnit and Joshua Jelly-Schapiro ed.s, *Nonstop Metropolis: A New York City Atlas* (2016).

Luc Sante, "Riot! Periodic Eruptions in Volcanic New York," in in Rebecca Solnit and Joshua Jelly-Schapiro ed.s, *Nonstop Metropolis: A New York City Atlas* (2016).

PRIMARY SOURCE: Herman Melville, from *Moby-Dick* (1851), in *Empire City*, p. 222-223.

Lecture: Wednesday 6/23; *GILDED AGE NEW YORK, 1865-1898*
Homerger, Chapter 6.

Meeting: Thursday 6/24

Joshua Jelly-Schapiro, "Capital of Capital: How New York Happened," in Rebecca Solnit and Joshua Jelly-Schapiro ed.s, *Nonstop Metropolis: A New York City Atlas* (2016).

PRIMARY SOURCE: Charles Loring Brace, The Life of Street Rats, from *The Dangerous Classes of New York and Twenty Years' Work Among Them* (1872), in *Empire City*, p. 292-293.

****DUE: PAPER PROPOSAL****

WEEK 5: Monday 6/28 – Thursday 7/1

Lecture: Monday 6/28; *DEPRESSION-ERA NEW YORK, 1929-1941*
Homerger, Chapter 8.

Meeting: Tuesday 6/29

PRIMARY SOURCE: Frank Byrd, Harlem Rent Parties, *WPA: Beliefs and Customs* (1938).

PRIMARY SOURCE: Claude McKay, Harlem Runs Wild (1935), in *Empire City*, p. 575-579.

Lecture: Wednesday 6/30; *WORLD WAR II AND POSTWAR "URBAN RENEWAL," 1945-1953*
Eric Alvia and Mark H. Rose, "Race, Culture, Politics, and Urban Renewal: An Introduction," *Journal of Urban History*, Vol. 35 No. 3 (March 2009), p. 335-347.

Meeting: Thursday 7/1

Jonathan Tarleton, "Makers and Breakers: Olmstead, Moses, Jacobs Shape the City," in Rebecca Solnit and Joshua Jelly-Schapiro ed.s, *Nonstop Metropolis: A New York City Atlas* (2016).

PRIMARY SOURCE: Robert Moses, Remarks on the Groundbreaking at Lincoln Square (1959), in *Empire City*, p. 736-738.

PRIMARY SOURCE: Jane Jacobs, "The Uses of Sidewalks," in *The Death and Life of Great American Cities* (1961), 29-54.

WEEK 6: Monday 7/5 – Thursday 7/8

Lecture: Monday 7/5; *NEW YORK CIVIL RIGHTS, 1954-1966*

Robert W. Snyder, "A Useless and Terrible Death: The Michael Farmer Case, Hidden Violence and New York City in the Fifties," *Journal of Urban History*, February 2010.

Meeting: Tuesday 7/6

Jack Newfield, Bedford-Stuyvesant: Giving A Damn about Hell, from *Robert Kennedy: A Memoir* (1969), in *Empire City*, p. 798-807.

PRIMARY SOURCE: James Baldwin, Fifth Avenue, Uptown (1960), in *Empire City*, p. 741-749.

Lecture: Wednesday 7/7; *REGAN ERA NEW YORK, 1979-1988*

Neil Smith, "Giuliani Time: The Revanchist 1990s," *Social Text*, Winter 1998, No. 57 (Winter, 1998), pp. 1-20.

Meeting: Thursday 7/8

Joshua Jelly-Schapiro, "Mysterious Land of Shaolin: The Wu-Tang Clan's Staten Island," in Rebecca Solnit and Joshua Jelly-Schapiro ed.s, *Nonstop Metropolis: A New York City Atlas* (2016).

PRIMARY SOURCE: Jay McInerney, "It's Six A.M. Do You Know Where You Are?," in *Empire City*, p. 845-850.

****DUE: Final Research Paper****

FINAL EXAM

CITATION FAQ

What do you need to cite?

Any phrase, sentence or paragraph that you have taken from another source, even if it's a sentence fragment. For example, if you use the phrase "to be or not to be: that is the question," you must provide a citation to the relevant page in a published edition of William Shakespeare's play Hamlet. As a general rule, if you are using words that someone else wrote, you must cite. Failure to do so constitutes plagiarism.

Any information that you found in another source (and isn't common knowledge), even if you paraphrase. For example, if you write something like "almost ten per cent of the adult males in the United States in 1924 were members of the Ku Klux Klan," you have to say where you got that information. If you don't, how do I know that you're not making it up?

As a general rule, you don't have to provide citations for information that we covered in class. What happens if you don't cite?

It depends. The highest grade that a term paper without citations will receive is C+. If you quote substantially from another source and do not (a) indicate that it is a quote and (b) indicate where the quote came from, I will consider this plagiarism. You will receive a zero (0) on the paper and I will submit it to the Dean's office for review.

If you don't know whether you should cite a passage, quote or information, err on the side of caution and cite it.

What do you need?

As a general rule, you will need a bibliography page and footnotes or parenthetical notes in text for all of your references. Please use either the University of Chicago/Turabian citation style or the simplified citation style on the next page.

SUBMISSION POLICY

All assignments must be submitted in hard copy by the beginning of class, and your paper must be submitted to turnitin.com on Blackboard. No assignments will be accepted after the deadline, except with prior arrangement. If you miss a class – and a deadline – due to illness or other excused absence, you must inform me, and submit the assignment to turnitin.com (to be followed with hard copy at the earliest opportunity).

Late paper submissions will be accepted for one week with a one-mark penalty for each day late, and only with prior arrangement.

Assignments must be typed double-spaced in 12-point Times New Roman on white paper, stapled or bound in a cover. Handwritten submissions will not be accepted.

PRIMARY AND SECONDARY SOURCES

Historians refer to primary and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study, or by a participant. Primary sources offer an inside view of a particular event. Secondary sources provide interpretation and analysis of primary sources. Secondary sources are usually (though not always) written by professional historians and are one step removed from the original event.

Citation Basics

As a rule, historians cite sources according to the University of Chicago style. If you plan to pursue further studies in history, you will find it advisable to acquire *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers* by Kate L. Turabian. For the purposes of this course, you may use the simplified guide below.

Book

Bibliography:

Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: Harper Perennial, 2009.

Footnote First Reference:

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (New York: Harper Perennial, 2009), 236.

Footnote Subsequent References:

Lears, 113. Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)

Parenthetical Reference:

(Lears, 236)

(Lears 2009, 236) (If you use more than one source by this author.):

Periodical Article

Bibliography:

Rosenfeld, Sophia. "On Being Heard: A Case for Paying Attention to the Historical Ear." *The American Historical Review* 116 (April 2011): 316-334.

Note that you include the volume number of the journal or publication following the title. Omit it if it is not known.

Footnote First Reference:

Sophia Rosenfeld, "On Being Heard: A Case for Paying Attention to the Historical Ear," *The American Historical Review* 116, April 2011, 317.

Footnote Subsequent References:

Rosenfeld, 318. Rosenfeld, "On Being Heard," 320.

Parenthetical Reference:

Same as books.