

Urban History of the US
Imagining the City
21:512:361:01
Mondays/Thursdays, 1:00pm-2:20pm
Ackerman 106

Instructor Information:

Mary Rizzo
Assistant Professor
History Department
Office: 247A Conklin Hall
Office Hours: 230-4pm, Mondays
Email: mary.rizzo@rutgers.edu
Twitter: @rizzo_pubhist

Description:

Ever notice how we generalize about cities? New York is crowded but exciting. Chicago is dangerous. Paris is romantic, but Baltimore is charming. How do we get these ideas about these places? Where do they come from and how do they shape our understanding of the places we live in?

In this course we will examine how U.S. cities have been imagined from the late 19th century into the early 21st century. Ideas about cities are powerful. They shape what laws get passed and what policies are made, which changes the cities we live in. In turn, they shape how we see the world around us. We will pay particular attention to the differences between images created by policymakers, politicians, and city officials and those by artists, activists and regular people.

We will look at a variety of primary sources, from postcards to film to maps, to see what people in these eras thought about cities. We will also look at change over time. How did, for example, industrialization, deindustrialization, and suburbanization shape cities? While examining these broad issues, we will stay attentive to the lived experiences of people, as well. Cities are very different places, depending on your race, ethnicity, religion, class, gender, and sexuality. One of our key questions will be: who is the city for?

I'm looking forward to thinking through these issues with you.

Expectations, Cell Phones and Laptops:

Through class discussion, students will interact with the materials, the instructor, and their peers. In the process, you will practice public speaking skills, and engage critically with the arguments and evidence of the texts. Students will also regularly practice their writing skills in essay exams and papers. In both the written assignments and the class discussions, students will develop their analytical skills by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

Please set your cell phones to the "silent" notification mode during class sessions. Do not use your cell phone to call or text, etc. during class meetings. Laptops may be used for the sole purpose of taking notes. Please do not audio or video record class meetings or lectures. You are also expected to refrain from distracting and disruptive behaviors (i.e. "chatting" during lectures/discussions). Feel free to eat during class, but be respectful of other students and me (i.e. no foods that are loud to eat, etc.).

Objectives:

- Describe the historical shifts affecting cities over the course of the twentieth century, including industrialization, immigration/migration, deindustrialization, urban renewal and gentrification;
- Analyze primary and secondary sources, and distinguish between them;
- Synthesize readings and discussion into analytical writing;

Assignments:

Your grade will be based on several assignments that will challenge you to analyze primary sources, synthesize secondary scholarship, argue a thesis with evidence, and discuss the history of urban development in the U.S.

- Quizzes: There will be several surprise reading quizzes over the semester.
- Midterm and Final Exams will utilize a variety of question types, from multiple choice to short answer to short essays, to test your comprehension of course material.
- Primary Source Analysis paper will ask you to choose a primary source from a list I will provide and analyze it using readings and discussions in class. You will make an argument in this paper about the source you've chosen and use evidence from the readings to support it.
- Chicory Audio Essay: In this innovative public history assignment, you will choose a poem from the Baltimore poetry magazine Chicory and respond to it in an audio essay that will be posted on the Be Here Stories digital map of Baltimore. Through this assignment, you will analyze poetry as a primary source, make an argument about how the poem reflects urban issues, and practice public speaking skills.

Attendance and Participation:

You will be expected to attend class having completed readings and assignments and be prepared to actively participate. Bring your readings with you to each class meeting to facilitate discussion.

Attendance is mandatory. Two unexcused absences lower your final grade by one letter grade. 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. Class absence may be excused in case of illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. All other absences including those due to a

job or an interview will NOT be excused. For further detail on university regulations on class attendance see http://catalogs.rutgers.edu/generated/nwk-ug_0608/index.html

Academic Integrity:

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one's own, and misappropriating the knowledge of others. The sources from which one derives one's ideas, statements, terms, and data, including Internet sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. The university's policy on academic integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on each exam. "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

I strictly follow the University's rules regarding plagiarism and other academic irregularities. Please consult me if you have any questions about what is and is not appropriate regarding the use of sources or citation.

Grading:

- Participation and Attendance: 10%
- Surprise In-class Reading Quizzes: 10%
- Midterm Exam (October 21): 20%
- Final Exam: 20%
- Primary Source Analysis (Due October 7): 20%
- Chicory Audio Essay (1st draft due November 25, final due December 9): 20%

Grading Scale:

- A = 90-100
- B+ = 85-89
- B = 80-84
- C+ = 75-79
- C = 70-74
- D = 59-69
- F = 0-58

Late Assignments:

I expect assignments to be completed on the day they are due. Any late submissions without an approved excuse will lose a half-grade every day it is late.

Required Texts:

All required readings will be available through Blackboard. Additional materials, including films or other media, may be required as well.

Disability Statement

Rutgers University welcomes students with disabilities into all the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or atrun.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

Weekly Schedule:

Week 1/Introduction

September 5: Introductions, Syllabus

Week 2/The Rational City Vs. The City of Commerce

September 9: 1893 Chicago World's Fair – The White City

James Gilbert, "First City: Form and Fantasy," *Perfect Cities: Chicago's Utopias of 1918*

September 12: The Midway Plaisance

Excerpt from Steve Macek, "Inventing the Savage Urban Other," *Urban Nightmares*, (41-50)

"All The World's A Fair," *The Grainfield Cap Sheaf* 26 May 1893

"The Side Shows," *Osage Mission Journal* 25 May 1893

Week 3/Industrialization and Migration

September 16: Envisioning Northern Cities

Christopher Capozzola, "Jacob Lawrence: Historian," *Rethinking History*

Kevin Mumford, "The Central Ward and the Rites of the Public Sphere," *Newark: A History of Race, Rights and Riots*

In-Class: Jacob Lawrence, The Migration Series

<https://lawrencemigration.phillipscollection.org/the-migration-series>

In-Class: "We Came and Stayed," <http://newestamericans.com/wecameandstayed-baraka/#>

September 19: Industry, Depression and Labor

Robert M. Fogelson, *Downtown* ch. 5

In-Class: Negro Motorist Green Book <https://digitalcollections.nypl.org/items/88223f10-8936-0132-0483-58d385a7b928#/?uid=88377ef0-8936-0132-7a0b-58d385a7b928>

Week 4/Urban Renewal

September 23: Risk, Race and Redlining

Richard Rothstein, "Own Your Own Home," *The Color of Law*, 59-70

Residential Security Map of Essex County

Flyer, Blight Hearings, Newark 1967

In-Class: Essex County – D4 Third Ward Newark Area Description - <https://dsl.richmond.edu/panorama/redlining/#loc=13/40.737/-74.23&city=essex-co.-nj&area=D4&adimage=3/78.689/-137.637>

September 26: Urban Renewal

Benjamin Looker, "Framing Neighborhood Blight in the Political Gallery," *A Nation of Neighborhoods* (83-90)

In-Class: *The Baltimore Plan* (film) <https://archive.org/details/the-baltimore-plan-1953/the-baltimore-plan-1953-10mbps.mp4>

Week 5/Suburbanization

September 30: Subsidizing the Suburbs in the Cold War

Elaine Tyler May, "The Commodity Gap: Consumerism and the Modern Home," *Homeward Bound* (162-182)

In-Class: Popular Culture of the Cold War

October 3: The Perfect Suburb

Eric Avila, "A Rage for Order: Disneyland and the Suburban Ideal," *Popular Culture in the Age of White Flight* (113-144)

Week 6/Urban Crisis

October 7: Second Ghetto

Emily Lieb, "White Man's Lane: Hollowing Out the Highway Ghetto in Baltimore," *Baltimore* 68,

DUE: Primary Source Analysis

October 10: Rebellion

Ronald Porambo, "The Weeping and Gnashing of Teeth," and "Welcome Home, LeRoi," *No Cause for Indictment*.

"Five Days of Unrest that Shaped, Haunted Newark," *New York Times*, <https://www.nytimes.com/2017/07/11/nyregion/newark-riots-50-years.html>

Week 7/Out in the City

October 14: Queer Newark Walking Tour

October 17: Midterm Review

Week 8/Midterm

October 21: In-Class Midterm

October 24: Prepping for Black Power Cities section and Chicory

Selected Chicory poems

Carl Schoettler, "Dropouts Contributing to Chicory," *Evening Sun* (Baltimore), 29 November 1966

Carl Schoettler, "Chicory, Magazine of Pratt, Finds Inner City Poetry in Ample Supply," *Evening Sun* (Baltimore), 10 April 1973

Choose 3 locations from Be Here Baltimore Stories to listen to and be prepared to discuss in class. <https://www.thepealecenter.org/be-here-stories/map.html>

Week 9/Black Arts, Black Power, Black Cities

October 28: Black Arts

Lisa Gail Collins and Margo Natalie Crawford, "Power to the People!" *New Thoughts on the Black Arts Movement*

October 31: Black Power Politics

Rhonda Y. Williams, "Girding Up Urban Power Struggles," *Concrete Demands*.

Extra Credit: 2 points extra credit for dressing up in a Halloween costume related to the class and explaining the relationship to the class.

Week 10/Nightmare Cities

November 4: Post-industrial Wastelands

Jefferson Cowie, "The Important Sound of Things Falling Apart," *Stayin' Alive*.

November 7: Backlash Politics

Steve Macek, "Crack Alleys and Killing Zones: News Coverage of the Postindustrial City," *Urban Nightmares*.

Week 11/City as Playground

November 11: Putting a Band-aid on Urban Problems

Miriam Greenberg, "Purging New York through I ♥ NY," *Branding New York*

November 14: Sex and the City

Susan Zieger, "Sex and the Citizen in Sex and the City's New York," *Reading Sex and the City*

In-class: watch episode of Sex and the City

Week 12/Global Cities

November 18: Latinx Cities

Mike Davis, "Spicing the City," and "Tropicalizing Cold Urban Space," *Magical Urbanism*

November 21: South Asian Immigration

Listen to 3 stories of South Asian people who immigrated to U.S. cities from the South Asian American Digital Archive, First Days Project. <https://www.firstdaysproject.org/> Be prepared to discuss in class

Week 13/Gentrification

November 25: Gentrification and Memory

Nancy Raquel Mirabal, "Geographies of Displacement: Latina/os, Oral History, and The Politics of Gentrification in San Francisco's Mission District," *The Public Historian*

Due: First Draft of Chicory Audio Essay

November 28: NO CLASS THANKSGIVING BREAK

Week 14/Cities of the Future

December 2: TBA

December 5: Creating the Perfect City?

“The dizzying story of Symphony of the Seas, the largest and most ambitious cruise ship ever built,” *Wired*, <https://www.wired.co.uk/article/ms-symphony-of-the-seas-royal-caribbean-largest-cruise-ship>

“A Prince’s \$500 Billion Desert Dream: Flying Cars, Robot Dinosaurs and a Giant Artificial Moon,” *Wall Street Journal*, <https://www.wsj.com/articles/a-princes-500-billion-desert-dream-flying-cars-robot-dinosaurs-and-a-giant-artificial-moon-11564097568?shareToken=st0a00c64f925543658c2f53a507cb376f>

“Science Fiction Cities: How Our Future Visions Influence the Cities We Build,” *New Atlas*, <https://newatlas.com/science-fiction-cities-future-urban-visions-architecture/55569/>

In-class: Top 10 Futuristic Movie Cities <https://watchmojo.com/video/id/14939>

Week 15/Final Review

December 9: In-class review for final exam

Due: Chicory Audio Essay

FINAL EXAM TBA