

Selected Topics in American Urban and Ethnic History  
26:510:55 and 26:050:521  
Fall 2020

Note: This syllabus is *preliminary and subject to change*. I am posting this syllabus early so that you can get an idea of the course content. You can also start purchasing and reading some of the books assigned for the course.

Class Location: **Zoom and Canvas**

Class Meeting Times: Mon. 5:30-8:10 p.m. (subject to change: synchronous meeting may be shortened, and a non-synchronous element added)

Professor: Dr. Beryl Satter (pronouns she/her/hers)

E-mail address: [satter@newark.rutgers.edu](mailto:satter@newark.rutgers.edu)

My Office: 336 Conklin Hall

Phone: (973) 353-3900

Office Hours: Tuesdays, 4:00 to 6:00 p.m. and by appointment

Technology

We will be meeting on Zoom. You will get Zoom invitations each week to the class meeting. Extra readings (beyond required books, which, ideally, you should purchase) will be posted on Canvas. You will post your required writing assignments on Canvas. On how to use Canvas, see.

<https://canvas.rutgers.edu/students/getting-started-in-canvas-students/>

I will be using Announcements on Canvas. Please keep your notifications on for Announcements/ email from Canvas.

During our remote synchronous discussions, please silence cell phones and put phones (etc.), away. Treat our discussions as you would a “regular” in-person seminar: The required materials and our conversation are your focus for these times periods each week. It is important that you have the required readings with you during our discussions, whether that means having the book on hand or having multiple windows open. All of this should be a “given” in a graduate seminar, but it worth emphasizing.

Course Themes

Urban history can include anything that happened in a city, and easily merges into community studies (historians’ analyses of particular issues or events that happen to be grounded in a specific locale). In this class, we are not focusing on community studies. Nor are we attempting a comprehensive overview of American cities and the populations that live there. Instead, we’ll look at a core divide that exists in all cities, between “use value” and “exchange value.” “**Use value**” refers to the ways that people who live in cities use the city to create meaningful and pleasurable lives. “**Exchange value**” refers to the ways that groups with political or economic power

manipulate real estate or other forms of urban space in order to create profit. Texts for this course focus on these two issues, either separately, or as they interact.

Our core text, John Logan and Harvey Molotch's *Urban Fortunes: The Political Ecology of Place*, explicitly analyzes use value versus exchange value. Logan and Molotch are sociologists, not historians, but their work is informed by the authors' readings of hundreds of historical and contemporary studies of U.S. cities. *Urban Fortunes* focuses on "growth coalitions" (groups of corporate, finance and political leaders that together use cities to generate profit). Logan and Molotch criticize the common urban strategy of promoting "growth" by offering tax cuts and other supports to private businesses. They also analyze urban renewal, environmental inequality and gentrification. Finally, and crucially, they discuss how distinctly American types of municipal governmental structures influence land development – that is, real estate profiteering – in cities.

Although we won't get to *Urban Fortunes* until several weeks into the class, our readings take us more or less chronologically through the issues identified by Logan and Molotch. Specifically, course readings cover use value, exchange value, urban renewal, environmental inequality, and gentrification. We also read about issues that Logan and Molotch barely cover, including experiences and expressions of gender and sexuality as components of cities' "use value," and racial segregation as central to elites' manipulation of urban "exchange values." Finally, since urban lives and urban profits are heavily influenced by government structures, we read several books that compare cities under different forms of government (that is, books that include a transnational comparison).

### Course Goals

- Introduce students to key concepts in urban history and urban studies, including "use value" and "exchange value."
- Introduce students to classic and recent scholarly texts in urban history.
- Familiarize students with the wide range of approaches that scholars use to understand urban spaces, including historical, sociological, anthropological, and transnational/ comparative approaches, as well as memoir and imaginative reconstruction.
- Give students a working familiarity with key issues in urban studies. The first set of issues include the struggles of women of all races, gay men, working class people, and "racial and ethnic" minorities to "use" the city as a place of comfort, pleasure, and self-expression. The second set of issues include struggles between elites and disenfranchised populations over racial and sexual segregation, urban renewal, environmental inequality, and gentrification. The third set of issues concern how certain urban issues do or do not vary transnationally (how different types of governments and national ideologies influence these particular urban issues).
- Train students to identify the core theses or arguments of scholarly writing.
- Train students in writing short, analytic responses to readings; analytic book reviews; and a longer paper that compares multiple authors' treatment of a key concept or theme covered in the course.

### Books to buy

- Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985)
- Delores Hayden, *Redesigning the American Dream: Gender, Housing, and Family Life* (revised and expanded edition) (New York: W. W. Norton, 2002).
- George Chauncey, *Gay New York: Gender, Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994).
- Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals* (New York: W.W Norton, 2019).
- Arnold Hirsch, *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960* (Chicago: University of Chicago Press, [1983] 1998)
- John R. Logan and Harvey L. Molotch, *Urban Fortunes: The Political Economy of Place*, 20th Anniversary Edition (Berkeley: University of California Press, [[1997] 2007]).
- Keeanga-Yamahtta Taylor, *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership* (Chapel Hill: University of North Carolina Press, 2019)
- Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters* (New York: Oxford University Press, 2013).
- Andrew Hurley, *Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana, 1945-1980* (Chapel Hill: University of North Carolina Press, 1995).
- Arlene Davila, *Culture Work: Space, Value and Mobility Across the Neoliberal Americas* (New York: New York University Press, 2012)
- Samuel R. Delany, *Times Square Red, Times Square Blue* (20<sup>th</sup> Anniversary Edition) (New York: New York University Press, [1999], 2019).
- Samuel Stein, *Capital City: Gentrification and the Real Estate State* (London and New York: Verso Books, 2019)

These books are available for purchase at the Rutgers University bookstore. Contact information for the bookstore:

-phone: 973-353-5377

-fax: 973-353-1623

-email: [sm409@bncollege.com](mailto:sm409@bncollege.com)

-website: [newark-rutgers.bncollege.com](http://newark-rutgers.bncollege.com)

-address: Hahne's Building 42 Halsey Street Newark, NJ 07102

Assigned books are also on reserve at Dana Library. However, it is a great idea to buy books once you are in graduate school. That way you can mark them up and further build your personal library.

I've also assigned additional short readings (articles or sections of books). These are on Canvas (under "Files"), or in JSTOR or other online databases. They are marked with an asterisk \* on the syllabus.

## Course Requirements

**-Attendance.** Our class is a group process, and that group process won't happen if you don't attend. Try not to miss any classes. If you miss three classes, your grade will be lowered. Because participation matters, if you miss four classes (about 1/3 of the class), you will automatically fail the course.

**-Office hour meeting** with professor (20 to 30 minutes, via Zoom). You are each required to meet with me on Zoom for about a half hour, some time between September 15 and October 6, so that we can discuss your academic interests as well as any academic concerns you might have. This meeting is especially important this semester, given that the class is being held virtually and we won't have a chance to meet or chat at various campus events. My office hour is from 4 to 6 p.m. on Tuesdays. You can sign up for a slot during those times, or you can email me to set up another time that is more convenient for you. Either way, we will meet some time by or before October 6, so that we can get to know each other somewhat early in the semester. This meeting counts towards your class participation grade.

**-Response papers** (due weekly): Because the course depends on thoughtful engagement with the material, students will prepare for each class by writing a **response paper of 1-2 single-spaced pages** addressing the readings assigned for that week. Papers must be submitted on Canvas by **noon** on the day of class. Your response should refer to the assigned texts – either by paraphrasing in your own words or by brief quotations; regardless, you should follow each reference with a parenthetical citation of the page number(s) in the book's print edition to which you are referring. If you cite works other than the texts assigned for that week, use footnotes in Chicago style (for a basic guide, see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)); no bibliography is needed.

As you read, try to identify the major argument or thesis of each chapter of every book, as well as the major argument or thesis of the book as a whole. If you do that, you will find it much easier to write a response paper of substance. To structure your response paper, you could note three ideas, arguments or concepts of substance (not small factual matters) that you learned from the reading, one of which you can consider at length. You could also write about a few ideas or arguments (or even one idea or argument) that seemed confusing or unclear in the reading. Again, the most important thing is to respond to a major theme or argument of the book, rather than some small factual statement made in the book.

I will always read your response papers, but sometimes your fellow students will also read and respond to your response papers.

**-Class Participation** (will be taken into account and can raise or lower final grade). To encourage class participation, every student must bring at least one question about the week's reading to class every week. Each of you will verbally present your question at the start of class. Your question or questions could come out of

your response paper (your question could trigger discussion about the issue you write about in your response paper). It could also be a question that is not related to your response paper. You must email me your question or questions on by noon of the day we are reading that book.

Writing a good discussion question is similar to writing a good response paper. In both cases, try to engage with the book's key arguments, so that we can better focus on the book's insights. Avoid narrow questions about specific facts, or any questions that elicit "yes or no" answers. I will work with you to strengthen your questions over the course of the semester, so expect emails from me with suggestions on how to rethink or rephrase your class questions. I will consider the quality of your questions when the final grade is tabulated, taking improvements into account.

A final (and hopefully easy) way for you to raise your participation grade for the class is to mark or copy down a few key lines or key paragraphs that strike you as core to the book's argument or approach. Please mark such sections in every book we read. I will sometimes ask you to share the sentences or sections you noted with the class as a whole. These marked sections can also be used in your response paper and your class question.

Your office hour appointment with me also counts towards your participation grade.

**-Two short papers** (5-7 pages, typed and double-spaced, approximately 250 words per page) that review and analyze the reading for one week of the course. The first book review is due by Oct. 26; the second is due by Dec. 7.

Your review is due *on the day that the book you review is discussed in class*. The first review focuses exclusively on the book you are reviewing, along with any additional readings assigned for that class session (if any). The second review (after Oct. 26) compares the main book you are reviewing to at least one of the books we covered in the first half of the class (till Oct. 26).

**-Final exam**, in form of take-home review essay on the course readings. Exam due date to-be-announced. Past exam questions are posted on Canvas (in Files, under "Previous Exams." If you find a theme you'd like to write about – that is, if you'd like to write your own exam question -- show me the question no later than Dec. 4. I may rewrite it for clarity, but I will OK it if it is broad enough to engage the major themes of at least half of the books we've read. I will then add it to the list of potential exam questions.

Grading:

Response Papers: 10%

First Review: 25%

Second Review: 25%

Final Exam: 30%

Weekly Questions and Class Participation: 10%

## Additional Important Information

### Academic and Classroom Environment

**Names and Pronouns:** An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by she/her/hers). Please feel free to let me know your name and/or the pronouns you use at any time.

**Citizenship and Community:** We will be reading and discussing material on which we may not all agree; some of the themes and imagery we encounter in the sources may seem offensive or otherwise controversial. In this context especially, it is crucial for us to combine the free expression of ideas with respect for each other. This is your community and your class; each one of you has a responsibility to that community.

**Policy on Academic Integrity (Cheating and Plagiarism):** As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

Please learn to resist the urge to cut and paste, either literally or figuratively, by using other people's ideas. If I find that you have used other people's ideas (e.g., Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade for that assignment and will not be able to make it up.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, **every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."**

**Rutgers Learning Center (tutoring services):** Room 140, Bradley Hall. You can contact them at (973) 353-5608, or check their website: <https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>

**Writing Center (tutoring and writing workshops):** Room 126, Conklin Hall (973) 353-5847. The Writing Center has remote tutoring available this semester. You can email them at [nwc@rutgers.edu](mailto:nwc@rutgers.edu),

Or check their website: <http://www.ncas.rutgers.edu/writingcenter>

### **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:

**Covid-related Resources:** These two links provide a comprehensive list of available resources: <https://www.newark.rutgers.edu/covid-19-operating-status#SupportingOurStudents>; and <https://myrun.newark.rutgers.edu/covid19>.

**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](http://ods.rutgers.edu). Contact ODS at (973)353-5375 or via email at [ods@newark.rutgers.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link: [tinyurl.com/RUNReportingForm](http://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/>.

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 at [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

**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](mailto: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](http://tinyurl.com/RUNCARE) or emailing [careteam@rutgers.edu](mailto: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](mailto: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.

## SYLLABUS

**NOTE:** Because of Labor Day, which is on Monday Sept. 7, the first class only will meet on **Tuesday, Sept 8**. After that, all classes will meet on Mondays (starting Monday, Sept. 14).

Tues. Sept. 8: How Scholars Think about Cities: From Social Darwinism to “Urban Ecology”

\*Gail Bederman, “‘Civilization,’ the Decline of Middle-Class Manliness, and Ida B. Wells’s Antilynching Campaign (1892-94),” *Radical History Review* 52:5-30 (1992)

\*Mia Bay, “The World Was Thinking Wrong About Race: The Philadelphia Negro and Nineteenth Century Science,” in *W.E.B. DuBois, Race, and the City: The Philadelphia Negro and Its Legacy*, eds. Michael B. Katz and Thomas J. Sugrue (Philadelphia: University of Pennsylvania Press, 1998), 41-59.

\*Calvin Bradford, “An Analysis of Underwriting and Appraisal Practices and Their Impact on Credit Availability,” *Real Estate Issues*, Summer 1978, 1-8, 12 (you can skip the section “Causes of Mortgage Default and Foreclosure,” pp. 8-10, and “Recent Changes in the Use of Ethnicity in Appraising and Underwriting,” pp. 10-11).

John R. Logan and Harvey L. Molotch, *Urban Fortunes*, 20<sup>th</sup> Anniversary Edition, pp. vii-xxv, 1-15

\*“Book Reviews,” in Richard Marius, *A Short Guide to Writing about History*, third edition (Longman Press, 1999), pp. 175-177.

Recommended:

\*Davarian Baldwin, “Black Belts and Ivory Towers: The Place of Race in U.S. Social Thought, 1892-1948,” *Critical Sociology* 30:2 (2004), 397-418, or entire article.

Mon. Sept. 14: Cities and Suburbs

Note: today is the last day to drop a class without a “w” on your transcript.

Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States* (New York: Oxford University Press, 1985), skip 76-86, 103-115.

Part I: Cities and Use Value

Mon. Sept. 21: Women and Urban Space under “Free Market” and Planned Economies

Dolores Hayden, *Redesigning the American Dream: Gender, Housing, and Family Life* (revised and expanded edition) (New York: W. W. Norton, 2002).

Mon. Sept. 28: Use Values, Sexuality, and Resistance: New York and the Creation of Gay Male Identity

George Chauncey, *Gay New York: Gender, Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994), skip pp. 166-174, 189-195, 207-225.

Mon. Oct. 5: Centering Black Women in Urban Space: Black Women’s Modernism in New York, Philadelphia and Chicago, 1890s-1930s

Saidiya Hartman, *Wayward Lives, Beautiful Experiments*

Part II: Cities, Segregation, and Exchange Values, 1945-1980

Mon. Oct. 12: Racism, Segregation and the Origins of Urban Renewal

Arnold Hirsch, *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960* (Chicago: University of Chicago Press, [1983] 1998)

Mon. Oct. 19: The Sociology of Growth Machines, Part I

\*Richard Rothstein, “Preface,” “If San Francisco, then Everywhere?” and “Own Your Own Home,” in *Color of Law*, pp. vii-xvii, 3-14, 59-75.

Logan and Molotch, *Urban Fortunes*, pp. 17-146.

Mon. Oct. 26: Governmental Policies and Predatory Lending

Keeanga-Yamahtta Taylor, *Race for Profit*

Mon. Nov. 2: Sociology of Growth Machines, Part II

Logan and Molotch, *Urban Fortunes*, pp.147-296.

For background for next week's reading, read an article on the Manhattan Project, 1939-46. For example, see

<https://www.history.com/topics/world-war-ii/the-manhattan-project>

or

<https://www.britannica.com/event/Manhattan-Project>

or

[https://en.wikipedia.org/wiki/Manhattan\\_Project](https://en.wikipedia.org/wiki/Manhattan_Project) (you can skim over details about how the bombs worked)

Note: November 4<sup>th</sup> is the last day to drop a class (with a "w" on your transcript).

Mon. Nov. 9: Cities and Environmental Destruction: Nuclear Cities in "Free Market" Capitalist and State-Planned Economies

Kate Brown, *Plutopia: Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters*

Mon. Nov. 16: Environmental Degradation, Justice, and Political Power in San Antonio, Texas and in Gary, Indiana

Andrew Hurley, *Environmental Inequalities: Class, Race, and Industrial Pollution in Gary, Indiana, 1945-1980*

\*Char Miller, "Streetscape Environmentalism: Floods, Social Justice, and Political Power in San Antonio, 1921-1974," *Southwestern Historical Quarterly*, CVIII, no. 2 (October 2014), 159-177.

Part III: Gentrification

Mon. Nov. 23: Gentrification and Cultural Production in Transnational Context

Arlene Davila, *Culture Work: Space, Value and Mobility Across the Neoliberal Americas*

Mon. Nov. 30: Class, Sexuality and the Gentrifying City

Samuel R. Delany, *Times Square Red, Times Square Blue* (20<sup>th</sup> Anniversary Edition)

\*Peter Moskowitz, *How to Kill a City*, selections.

Mon. Dec. 7: Planners, Planning, and Gentrification

Samuel Stein, *Capital City*

\*Joshua M. Akers, "Making Markets: Think Tank Legislation and Private Property in Detroit," *Urban Geography* (2013), 1-26.