Course Requirements

There will be five major topics with approximately three weeks devoted to each topic. Students will be required to write three take-home essay examinations responsive to questions drawn from the readings and lectures. These three examinations will each be 7 to 9 pp. in length—typed, double-spaced, and have standard margins. Each take-home examination will consist of anywhere from one to three questions. There will be an in-class final essay examination. Drawing “facts” from Wikipedia will result in a grade of F for the assignment. Copying passages from on-line sources and claiming them as your own work will result in a grade of F for the assignment. If a second incident of plagiarism occurs the student will receive a grade of F for the course. The instructor reserves the right to recognize students with an overall higher grade when they demonstrate continuous improvement and participate in class.

Course Grading Weights

First Essay Examination: 25 percent
Second Essay Examination: 25 percent
Third Essay Examination: 25 percent
Final: 25 percent

Statement of Intent

History 3308 will examine the influence of cities, suburbs, and exurbs on American economics, politics, and society from 1600 to the present. American cities have served as economic dynamos for the first and second industrial revolutions, as centers of culture and education, as cockpits of social reform movements, and as organizational bases for political parties. When viewed through the lens of urban history, it is impossible to conceive of the American Revolution and establishment of the Republic without the Boston Tea Party and Philadelphia’s role in hosting the delegations that wrote both the Declaration of Independence and the U.S. Constitution.

Nineteenth-Century American cities became centers of economic innovation and destinations for millions of immigrants. American cities also became centers for higher education and culture, as well as locales for violent crime and poverty. By the Twentieth Century, U.S. cities stood at the forefront of the transformation of the Democratic Party into a majority urban-southern coalition, and by the end of the century—with their economic dislocation and population losses—instruments in the disintegration of the New Deal majority.
Student Learning Outcomes

The Student Learning Outcomes below are intended to meet the competency requirement for critical thinking. Measurement of the Student Learning Outcomes will be through the common rubric cited above and included at the end of this syllabus. It is expected that 60 percent of the students will attain a level of competency of 70 percent. The writing rubric describes the areas within each outcome that are being evaluated. Closing the loop in this course means that after the first paper is submitted, the student will be evaluated according to the standard rubric, provided extensive feedback from the instructor, and then will revise and resubmit the assignment.

- Students will be able to analyze the interrelationship among economics, politics, and social structures.
- Students will be able to construct essays which synthesize assigned readings and lectures into a coherent, fact-based analytical narrative that demonstrates critical thinking skills.
- Students will have a more sophisticated understanding of the important role cities played in American history, politics, and economics.
- Students will have a more sophisticated understanding of the relationship between American urban evolution and the nation’s political and economic order.
- Students will have a more sophisticated understanding of the concept that “demography is destiny.”

ASU Student Handbook

The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code. All students are expected to be familiar with this publication and to comply with the policies contained therein, among them maintaining complete honesty and integrity in their academic pursuits according to the Academic Honor Code. The ASU Student Handbook is available via the ASU website at www.angelo.edu (“Current Students/University Publications.”) Large print versions are available in the Student Life Office, Room 112 University Center.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Student Absence for Observance of Religious Holy Day

(ASU OP 10.19)

1. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

2. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the
observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

3. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Required Texts

Tyler Anbinder, *Five Points: The 19th-Century New York City Neighborhood that Invented Tap Dance, Stole Elections, and Became the World’s Most Notorious Slum*.

Kenneth J. Heineman, *A Catholic New Deal: Religion and Reform in Depression Pittsburgh*.


Schedule

**Section I: The Pre-Industrial American City, 1600 – 1790**

*Dates:* January 18, 23, 25, 30/February 1, 6

*Topics:*

--The European Urban Inheritance
--American Colonial Cities as Outposts of Empire
--The Walking City/Physical Layout and (Lack of) Infrastructure
--Economics, Politics, and the Disintegration of Empire
--Subjects to Patriots

*Reading:*

Kotkin, *The City*, Preface, Introduction, Chronology, Chapters 1, 2, 3, 4, 5, 6


**Section II: America’s Antebellum Cities, 1790 – 1865**

*Dates:* February 8, 13, 15, 20, 22, 27

*Topics:*

--Urban Growth
--The First Industrial Revolution and the Factory System
--The First Immigrant Waves
--Social Disorder, Class Divisions, and Ethnic Conflict
--Westward Expansion
--The Inter-Urban and Intra-Urban Transportation Revolutions
--Spatial Differentiation and Infrastructure Development
Reading:

Anbinder, *Five Points*, Introduction, Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Warner, Part II.

**First take-home questions distributed to class February 15; due in class February 27.**

**Section III: The Gilded Age and Progressive Era**
*City, 1865 – 1924*

**Dates:** March 1, 6, 8, 20, 22

**Topics:**

--The Expansion of American Cities & Growth of the Suburbs
--Old South and New South
--The Second Industrial Revolution
--Physical Environment and Quality of Life
--Internal Migration, the Second Immigrant Wave, and Assimilation
--Urban Machine Politics
--Municipal Reform

**Reading:**

Anbinder, *Five Points*, Chapters 11, 12, 13, 14.

March 12 – 16  

**Spring Break**

**Section IV: The Heyday of Urban America, 1920 – 1945**

**Dates:** March 27, 29/April 3, 5, 10, 12

**Topics:**

--The Great Depression as an Urban Crisis
--Federal Response to the Urban Crisis
--Urban Politics and New Deal Mobilization
--The Rise of University Communities
--California Dreaming
--World War II

**Reading:**

Heineman, *A Catholic New Deal*, Introduction, Chapters 1, 2, 3, 4, 5, 6, Conclusion.

**Second take-home questions distributed to class April 3; due in class April 12.**
Section V: The Post-Industrial City and the Rise of the Exurbs, 1945 – Present

Dates: April 17, 19, 24, 26/May 1, 3

Topics:
--The Expansion of Post-Industrial ‘Knowledge’ Cities
--Deindustrialization
--Post-World War II Federal Urban Policy
--The War on Poverty: A Case Study
--From the Ashes of the New Deal Order Emerges a New Politics

Reading:
Kotkin, The City, Chapters 14, 15, 16, 17, Conclusion.
Warner, Part III.

Third take-home questions distributed to class April 17; due in class May 3.

In-Class Final Essay Examination, May 8, 1:00 P.M. – 3:00 P.M.

Rubric

Component 1: Historical Thesis/Argumentation
1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.

2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.

3 Points: There is a clearly developed historical argument.

Component 2: Supporting Historical Evidence
1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.

2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.

3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.
**Component 3: Clarity/Quality of Composition**

1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 Points: The written work follows the basic requirements of clear/quality composition.

**Component 4: Organization of Paper**

1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3 Points: The student has written a well-organized, coherent, and logically flowing paper.

**Component 5: Historical Sense**

1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student can analyze the relationship among politics, economics, and social change.