For those who would understand America’s past, the role of urban society is crucial. The influence of our cities has been considerable, pervasive and shaping. America's cities exerted broad economic, political and cultural authority, often steering the transforming forces of nineteenth and twentieth century American life.

Historians have too often studied the city as a closed system of locally limited relations, but the impact of cities and especially the major metropolises on national life has been extraordinary. While the founding elite of the early republic - Washington, Jefferson, Madison and Monroe - fastened upon the nation the ethos of the plantation and southern life, cities assumed a more important part in setting national priorities following the Civil War.

Herald of twentieth century modernity, urban America, made itself into the center of world capitalism and American diversity. Urban America’s fabled variety provides a riveting history of relations between groups divided by class, interest, culture, ethnicity, and race. The assortment of city markets and services afforded urban centers a reach in space and influence that remains unmatched and offers a fascinating perspective for examining the development of American economic, social, and political life.

Shown a portrait of her, painted by Picasso in his characteristic style, Gertrude Stein gazed at it with some distaste, protesting: "But I don't look like that”. "Don't worry,” he replied, "you will, you will.” How often urban issues have been viewed as unique only to discover that they were merely early.

Over the past half century freshly conceived city studies have fashioned a rigorous body of systematic work that is informed by theory and broad questions. Skilled in the tools of social science, and sensitive to calls for inclusion and complexity, city scholars have crafted a textured urban past from the lives of workers, women, ethnic and racial minorities and other strands from the common weave. Often emphasizing analysis over narrative, applying varied techniques to the study of social, economic and demographic patterns, and interested in subjects having to do with the material basis of existence, as well as cultural, class, political and gender issues, these historians have elaborated a complex process of city history.

Many of these studies have been provocatively, even dazzlingly conceived. While some of these studies have tended to isolate their subjects from the larger history of the nation or even of cities in general, creating a field of brilliant fragments, the challenge remains to bring together these important, if segmented, studies into a coherent picture of American urban life.

Reading selections will be drawn from the following assigned books and articles.

Course learning objectives:

Over the course of the semester students will be expected to demonstrate:

- An understanding of key texts in American Urban History
- An understanding of the role of politics, economics, social forces, culture and technology in shaping urban society
- An understanding of processes of urban experience and development
• An ability to read American urban monographs critically and analytically and to lead class discussion on related topics.
• A familiarity with important urban research resources including archives, web sources, and source collections
• An appreciation for the complexity of urban experience and examples of the influence of prime variables like race, gender and class, on urban life
• An ability to write a well defined, carefully researched and cogently argued research paper in American Urban history

S- Scan  E- E book  *Suggested reading  TC Assigned pages to come

1. THE CITY AS A FIELD OF STUDY


2. CLASSIC CITY STUDIES


3. REGIONAL GROWTH AND DEVELOPMENT


4. INFRASTRUCTURE

5. TRANSFORMATIONS


6. IMMIGRANTS


*Oscar Handlin, The Uprooted*. Little, Brown, 1951. 1,5,6,9


*Carl Nightingale, Segregation, Divided Cities* U Chi P. 2012


7. WOMEN


8. RECASTING GENDER


9. RACE


JUH 29 (2003) 238-309 symposium on 2d Ghetto

Jacqueline Hall, ""The Long Civil Rights Movement,"" JAH 91: 3 (2005)


10. LABOR AND WORKER LIFE


Herbert Gutman. ""Work, Culture, and Society in Industrializing America,"" *American Historical Review*, 78 (June 1973) 531-588.


*Becky Nicolaides, My Blue Heaven, Life and Politics in Working Class LA 1920-1965, U Chi 2001


*Addams, Jane. Twenty Years at Hull House*. (1912).

http://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html
11. METROPOLIS

Max Paige, *The Creative Destruction of Manhattan* pp. 1-104 S
*Scott Battles, LA and the Automobile

12. DISORDER, JUSTICE AND JAILS

*Eric Schneider, Smack*: U Penn, 2008.
*Andrew Diamond, Mean Streets, Everyday Struggles,1908-1969, U Cal P, 2009

13. RESHAPING CITIES

*Carol Willis, *Form Follows Finance: Skyscrapers and Skylines in NY and Chicago*, Princeton 1995.
David Ward and Olivier Zunz, *The Landscape of Modernity*, Russel Sage, 1993. 1-5, 7, 8, 12, 14

14. PRESENTATION OF RESEARCH

COLLATERAL ASSIGNMENTS:

The assignments in this course are designed to train students for research, writing and teaching. Reading, leading class discussions and participating in them are integral to successfully completing the work for this class. Each session will have a discussion leader who will prepare a short synopsis of the reading to be presented and then e-mailed to participants after the class discussion of the readings. The presentation discussion should focus on major historical issues
and pose interpretive/ analytic questions to promote a discussion of pivotal issues. How is the study structured? What is the evidence base; how solid is the argument? Where does it fit historiographical? Then lead a discussion of the book with questions that are not another form of lecture. Questions should be direct and open ended and they should be part of a well thought out organized presentation. Asking good questions is critical not only for doing good research but also for running good classes. critique of the reading based on the review literature and their own evaluation of the.

The second reader will offer a report on a supplementary reading and its review literature. There are several additional assignments.

**Writing Assignments:** The assignments are keyed to specific sessions.

Session 4. Select a monograph in urban history and write a 3-4 page review that treats: Summary, Central Argument, Methodology, Sources, Critique. You need not follow this formula but should include these elements.

Session 5. Submit a proposal for your paper. 1 page: topic, sources, approach

Session 7. Go back to year 1880 for your birthday and look up the *NY Times* (or other daily) for that day. Read it in its entirety, including reviews and ads. *Write a three page description of the day and what you find historically noteworthy. Then select a single theme from the 1880 paper and compare its treatment in 1900 and then in 1918. Four pages. You may compare treatments of workers, women, immigrants, race issues, politics, urban growth projects, business, culture, reform, entertainment, or even at the changes in advertising strategy and format. Do not use any sources beyond the paper. Total seven pages.*

Session 12. Submit a 12-15 page historiographic paper on an approved topic. We will discuss the number of books and articles and other relevant issues for this paper in class.

Define a topic in Urban history and based upon research in contemporaneous newspapers and magazines/journals write a documented analytic essay approximately 15 pages in length. The objective of the essay is to identify, categorize and analyze your topic’s relationship to the larger urban system, metropolitan, regional, national.

You may select a topic like the Brooklyn Bridge, the development of a neighborhood, the urban political process, a prominent figure, a social movement, an institution, a business, a cultural mode, etc.

The paper will obviously be limited in scope. But you can look at an issue as it was reported-recognizing that errors often do creep into reports when an observer writes against a deadline, is forced to depend upon random testimony, and often lacks context - and with discretion, use the information. Do not settle upon a single circumstance or event; build a base of information that can be related thematically to your topic.

Your paper should be based exclusively on what can be learned from the primary research. You may use one secondary source to provide context, but not for information. Footnote your material with brief citations.

Start early. Reserve a good bit of time to organize and write the paper.
By the third session you will need to hand in a brief outline of your subject and your secondary source. The paper will be due the first week in May. There is a one week grace period. If you hand in your paper late your grade will reflect the tardiness.

There is a one week grace period. If you hand in your paper late your grade will reflect the tardiness.

Please consult with me about any problems or questions.

N.B.: Keep copies of everything you submit. Your papers should be your own work and reflect your own research. Where you have relied on outside sources for material make sure that this is noted. Quotes should be marked off to indicate they are not your words and they should be footnoted. Do not use previously submitted papers, purchased material or any other form of work that is not your own. The consequences of plagiarism can be serious. Enough said.