

CHICAGO & NEW YORK CITY

History 373

DePauw University—Fall 2021

Tuesdays & Thursdays, 8:20 am-9:50 am

Tent 1 at Inn (with Asbury 110 as bad weather backup)

Instructor: David Gellman
Office Hours: 232 Harrison Hall
Mondays 2-3 pm, Tuesdays 4-5 pm,
Thursdays, 1-2 pm,
Fridays, 9-10 am; and by appointment
Phone Number: 658-6273 (office)
653-9553 (home, 5 p.m.-10 p.m.)
E-mail: DGELLMAN@DEPAUW.EDU

Course Description: We investigate the life and times of two great American cities, tracing their trajectory from trading outposts to industrial and then deindustrializing metropolises. Making use of political, economic, and social history, the course is particularly attuned to struggles over authority and identity. We will emphasize themes of race, class, labor, immigration, social reform, and popular culture in order to examine how contesting visions of justice and the good life shaped governance, family, and the public worlds of streets, parks, neighborhoods, worship, and workplaces. We also will emphasize the constraints imposed by and opportunities afforded to these intensely built human landscapes by their ecologies and environments.

Required Readings: Available at Eli's Books in the town square or from online vendors. Additional readings are available via moodle and the library's e-book collection.

Lizabeth Cohen, *Making a New Deal: Industrial Workers in Chicago, 1919-1939*, 2nd ed (New York: Cambridge University Press, 2014).

Donald L. Miller, *City of the Century: The Epic of Chicago and the Making of America* (New York: Simon & Schuster, 1997).

Natalie Y. Moore, *The South Side: A Portrait of Chicago and American Segregation* (New York: Picador, 2017)

Robert Orsi, *The Madonna of 115th Street: Faith and Community in Italian Harlem*. 3rd ed. (New Haven: Yale University Press).

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9th ed (Boston: Bedford/St. Martin's, 2018).

Ted Steinberg, *Gotham Unbound: The Ecological History of Greater New York* (New York: Simon & Schuster, 2015).

Objectives: As a group, we will seek to understand the causes of change and continuity in American urban life, making relevant comparisons between eras and between cities. Toward these goals, we will scrutinize and critique a variety of historical sources and

methodologies for studying these American cities, putting social scientists, panoramic storytellers, journalists, and eyewitnesses in conversation with one another.

The course also will develop your historical research skills and your ability to construct historical arguments through a carefully sequenced research paper, as well as smaller writing assignments based on the course readings.

Seminar Meetings: This course emphasizes class discussion. Completion of all assigned readings, full attendance, and participation by each student in every meeting are essential to its success. Although I will provide background information as necessary through brief lectures, my major role will be to provoke conversation and ensure that each student is heard. Students should strive to shape the discussion, regularly challenging the assertions of the readings, of the instructor, and of each other. Recognition of and respect for alternative interpretations will form the bedrock of our shared inquiry. Conflict is often as productive as consensus, as long as all of us ground our analysis in substantive evidence and clearly articulated theory.

To encourage members to take responsibility for the direction of the course, students will sign-up in pairs to lead one class session. Seminar organizers may follow a traditional question-discussion format or design formal debates, role-playing exercises, or small group projects.

Attendance, Classroom(s), Mask Policies, and Social Distancing: This is a face-to-face, in-person class. Our regular meeting place is Tent 1, in the courtyard outside the Inn at DePauw. If weather forces us inside, we have Asbury 110 reserved throughout the semester. I will try to send an email if it looks like we need to be inside, but be sure to check both locations (right next door to one another) if you have any doubt about where we will be on any particular day. When we are outside in the tent, masking is optional for vaccinated people. When we are inside, masking is mandatory. We do sometimes break into small groups for class activities. Please be respectful of each other's comfort level with distancing within the parameters of the space we have. It is of the utmost importance that if you have symptoms of COVID, you stay in your room and call the DePauw Health Wellness Center. We will find way to keep you caught up and on track. No eating will be permitted in class but you may drink from a water bottle as needed. I don't want anyone getting dehydrated.

Assignments: The course will include a variety of written assignments, including two four-page "surprise memos" that you will sign up for in advance, a take-home open-book final exam, and a research paper, with various graded and ungraded components leading up to the final paper. Everyone must write at least one of the two "surprise memos" before Fall Break. See the back of the syllabus for more detail on these assignments.

Students should feel free to discuss assignments with each other. You, however, must write your own papers in your own words. In your papers, you must acknowledge debts to the written work of others and provide precise, properly formatted endnotes to all quotations and paraphrases. All endnote citations should follow the *Chicago Manual of*

Style format. Rampolla, *Pocket Guide*, chapter 7, offers a succinct but comprehensive handbook for how to follow this format when citing sources. In addition, you may consult <https://libguides.depauw.edu/c.php?g=959308&p=6926143>.

Submit your papers as a WORD attachment via email to me by the due date/time.

Academic Integrity: All students should refer to the DePauw University *Academic Handbook* for the high standards of academic integrity to be upheld throughout this course.

A great place to start as you think about issues surrounding academic integrity is:

[new student-facing academic integrity resource page](#)

This page has a link to the *Academic Handbook* and other excellent resources.

Careful adherence to standards of academic integrity on the research paper is absolutely essential to passing the course. See Rampolla, *Pocket Guide*, chapter 11, for additional relevant information.

Accessibility Statement: It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Accessibility Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Accessibility Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Accessibility Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Accessibility Services for a confidential discussion. Student Accessibility Services is located in Union Building Suite 208 and can be reached by phone at 765-658-6267.

Evaluation: The final grade for the course will be calculated out of 1000 points, distributed through the following graded assignments:

Surprise Memo #1	100 points
Surprise Memo #2	100 points
Seminar Leadership	50 points
Class Participation, 1st 7 weeks	100 points
Class Participation, 2 nd 7 weeks	100 points
Primary Source Assignment	30 points
Secondary Source Assignment	30 points
Intro, Outline, Bibliography	30 points
Research Paper	300 points
Final Exam	160 points

I do not seek "right answers" either on written assignments or in class. Take a strong point of view—then deploy evidence to document and illustrate your assertions. When

writing or speaking, strive for clarity, conciseness, and persuasiveness. Everyone should plan to participate substantively in every discussion.

Regular attendance is the necessary first step to participation. If you miss more than one class in a seven-week class-participation marking period, assume that this fact will be reflected in the class participation grade.

Meeting with the Instructor: Students should feel free to meet with me at any point during the semester to discuss any aspect of the course. I particularly encourage you to meet with me before writing “surprise memos”. I require student teams to meet with me no later than the afternoon before they are scheduled to lead the seminar discussion, in order to discuss your plans. Every student also is required to meet with me at least twice to discuss the progress of the research paper. Please wear a mask for meetings in my Harrison Hall office. Weather permitting, I am happy to take these meetings outside.

COURSE SCHEDULE

I. ENVIRONMENTS & ENCOUNTERS

Aug. 26 Introductions

Rampolla, *Pocket Guide*, 1-7, 26-31.

Steinberg, *Gotham Unbound*, xvii-xxiv, 3-21.

Aug. 31 Steinberg, *Gotham Unbound*, 22-38.

Miller, *City of the Century*, 24-47.

Serena R. Zabin, *Dangerous Economies: Status and Commerce in Imperial New York City* (Philadelphia: University of Pennsylvania Press, 2009), 1-31 (Introduction and chapter 1) [e-book via library online catalog].

II. RACE, POWER, & PRIVILEGE in the COLONIAL CITY

Sept. 2 Marcus Rediker and Peter Linebaugh, *The Many-Headed Hydra: The Hidden History of the Revolutionary Atlantic* (Boston: Beacon Press, 2000), 174-210 (chapter 6) [e-book via library online catalog].

Thelma Wills Foote, *Black and White Manhattan: The History of Racial Formation in Colonial New York City* (New York: Oxford University Press, 2004), 159-186 (chapter 5) [e-book via library online catalog].

Richard E. Bond, "Shaping a Conspiracy: Black Testimony in the 1741 New York Plot," *Early American Studies* 5 (2007): 63-94 [Project Muse via library online catalog].

Sept. 7 Clifton Hood, *In Pursuit of Privilege: A History of New York City's Upper Class & the Making of a Metropolis* (New York: Columbia University Press, 2017), 1-41 (chapter 1) [e-book via library on line catalog].

Joyce D. Goodfriend, *Who Should Rule t Home?: Confronting the Elite in British New York City* (Ithaca: Cornell University Press, 2017), 145-171 (chapter 5) [e-book via library online catalog].

Rampolla, *Pocket Guide*, 83-90.

Library Session, 9:20-9:50.

III. BOOM TOWNS: LIFE, LABOR, POLITICS, & REFORM, 1789-1870

Sept. 9 Steinberg, *Gotham Unbound*, 41-88.

Preliminary Research Proposals due at the beginning of class.

Sept. 14 Edwin G. Burrows and Mike Wallace, *Gotham: A History of New York City to 1898* (New York: Oxford University Press, 1999), 473-528 (chapters 29-31) [e-book via library online catalog].

Steinberg, *Gotham Unbound*, 89-108.

Sept. 16 Watch on own: *New York: A Documentary Film*. Episode 2, dir. Ric Burns (PBS Home Video 2004)
<https://www.youtube.com/watch?v=9hS4CmP-zD8> [youtube video link—class does not meet]

Sept. 21 Steinberg, *Gotham Unbound*, 109-179.

Sept. 23 Miller, *City of the Century*, 48-142.

IV. CONFLICT & ORDER IN INDUSTRIAL CHICAGO

Sept. 28 Miller, *City of the Century*, 143-197.

Primary source assignment due at the beginning of class.

Sept. 30 Miller, *City of the Century*, 198-300.

Oct. 5 Miller, *City of the Century*, 301-377.

- Oct. 7 Miller, *City of the Century*, 378-434.
Rampolla, *Pocket Guide*, 90-103.

Secondary source assignment due at the beginning of class.

- Oct. 12 Miller, *City of the Century*, 435-551.

V. OLD WORLDS-NEW WORLDS: ITALIAN HARLEM AS A CASE-STUDY IN IMMIGRATION

- Oct. 14 Orsi, *Madonna*, 1-74.

Oct. 18-22 Fall Break—No class

- Oct. 26 Orsi, *Madonna*, 75-162.

- Oct. 28 Orsi, *Madonna*, 163-231.

Draft introduction with outline due at the beginning of class.

V. ASPIRATION & DESPERATION: ECONOMIES of GROWTH and DEPRESSION in the EARLY 20th CENTURY

- Nov. 2 Cohen, *Making a New Deal*, 11-97.

- Nov. 4 Cohen, *Making a New Deal*, 99-211.

- Nov. 9 Cohen, *Making a New Deal*, 213-249.

Steinberg, *Gotham Unbound*, 183-237.

- Nov. 11 Cohen, *Making a New Deal*, 251-360.

VI. MID-CENTURY MODERNS: DALEY & OTHERS

- Nov. 16 Steinberg, *Gotham Unbound*, 238-280.

Adam Cohen and Elizabeth Taylor, *American Pharaoh: Mayor Richard J. Daley: His Battle for Chicago and the Nation* (Boston: Little, Brown and Company, 2000), 216-244 [Moodle course documents].

Nov. 18 Cohen and Taylor, *American Pharaoh*, 245-279 [Moodle course documents].

Mike Royko, *Boss: Richard J. Daley of Chicago* (1971; New York: Plume, 1988), 5-8, 171-198 [Moodle course documents].

VII. SEGREGATED CHICAGO

Nov. 23 Moore, *The South Side*, 183-206, 1-34.

8-9 pages of research paper (including revised introduction) due at the beginning of class.

Nov. 25 Thanksgiving

Nov. 30 Moore, *The South Side*, 35-108.

Dec. 2 Moore, *The South Side*, 109-158.

VIII. CITIES OF TOMORROW?

Dec. 7 Steinberg, *Gotham Unbound*, 283-325.

Moore, *The South Side*, 159-181.

Dec. 9 Moore, *The South Side*, 207-225.

Steinberg, *Gotham Unbound*, 326-352.

Dec. 12 (Sun.) Final Draft of Research Papers due by email no later than 5 p.m.

Dec. 17 (Fri.) FINAL EXAM (take-home) due by email no later than 4 p.m.

DETAILED DESCRIPTION OF ASSIGNMENTS

Surprise Memos (sign-up for 2, at least 1 before Fall Break)

If our historians are doing their jobs, you will encounter insights, observations, facts, individuals, and events that surprise you or challenge your previous understanding of history—the history of these two cities, the history of the U.S., or history more broadly conceived. In approximately 1200 words: a) describe in your own words the specific passage, fact, or idea that surprised you; b) explain what about it surprised you; c) explain, based upon this new fact or thought, what you wish to reconsider or further explore about the history of one or both of these cities. In writing your memo, consider whether your surprise forces you to rethink a previous reading or class discussion. Does the surprise also suggest new discussions that we should be having in class? While you, of course, must write in full sentences and paragraphs, do not think of this as a formal essay, but rather a chance to share your reflections. The idea here is to pose questions, rather than answer them. Do cite your sources using appropriate formatting.

Preliminary Research Proposal (Sept. 9)

Write one paragraph on each of two possible research topics. Indicate what you would like to learn or to discover. End each paragraph with a hypothesis: explain what you hope to argue or prove as a result of your research. After each topic, describe the kind of primary sources you would like to find to support your research. You don't have to find any sources yet; instead, describe what would be ideal. Also, list one secondary source—an article or a book—that you think will be essential to your research; this source cannot already be on our syllabus.

Primary source assignment (Sept. 28)

- a) Choose your topic and submit a revised description of the research topic you selected, including the hypothesis you wish to test.
- b) write two paragraphs describing a coherent body of primary sources that you will work with during the course of your research and why that body of sources is appropriate for testing your hypothesis and making your argument. What do I mean by a “coherent body of sources”? Such a body of sources might be the date range of a certain newspaper or newspapers; a set of letters or speeches by a particular individual, a series of censuses; hearing transcripts from a legislative body; the published essays of a reformer. Explain the date range of your body of sources, their location, and what sorts of information you will seek to extract. If you are looking at an online database that is searchable, you should describe the dates and search terms you intend to use to narrow down your sources to serve your particular purposes. In other words, I am not seeking a list of sources, so much as a plan of research action that you can steadily implement over the next several weeks.

Secondary source assignment (Oct. 7)

Write a 2-page bibliographic essay in which you describe what secondary sources you will need to review in order to successfully execute your research. Secondary sources—which is to say books and articles written by scholars and other educated observers after the fact—have a variety of functions: a) they establish the existence of a

debate that your research may help resolve or redirect into new avenues; b) they provide essential background information for making sense of your particular primary sources; c) they provide narrative context for the story you will use your primary sources to tell; d) they bridge gaps in the record left behind by your primary sources. With these functions in mind, describe the three to four secondary sources that you plan to deploy in the course of your research and how you plan to deploy these sources. Be specific: if you intend to only use one or two chapters of a book or one essay in a collection of essays, say so. You do not have to have read every word of all your secondary sources to write this essay, just enough to have a sense of how, why, and for what purpose this source appears to be an essential part of your research.

Draft Introduction with outline (Oct. 28)

a) Long before the final paper is due, it is valuable to articulate where you think the project is going by writing the first draft of your introduction. The appropriate length of an introduction to a paper of this kind is 2 pages, at most 2 ½ pages. Introductions, in short order, must: a) set the scene/provide context; b) clearly state your thesis; c) lay out the components of your argument; d) indicate the kinds of sources used in the essay and how you plan to use them; e) indicate how your argument fits in with arguments made by other historians. You want the introduction to draw the reader in and make your plan of action clear. Avoid list-making in the body of the introduction: you may want to make reference to one or two key historians or sources in the introduction, but use endnotes to supply full titles and locations of books, articles, and primary sources.

b) As for the outline, indicate in detail how you anticipate the rest of the paper will unfold, noting which of your sources you will deploy in which parts of the body of the paper. Use non-generic terms to identify what the sections of the paper will be. This outline is your best guess as to the ultimate shape of the paper. There is no magic format, but some sort of numbering system with topical headings and sub-headings will serve as useful guide to you and to me. This is not an exercise. Indicate what you plan to actually accomplish in the various parts of your essay.

8-9 pages of drafted research paper—including revised intro—with outline (Nov. 23)

By now you need to have drafted a significant chunk of the paper's main body, turning significant portions of your outline into prose. These chunks of prose do not necessarily have to be contiguous; After the revised introduction, write the parts of the paper you are most prepared to write. Situate your writing within the outline. In other words, if you are skipping parts of the paper, indicate what those parts are. Start turning large parts of your research into full-blown, coherent analysis .

Final Draft (no later than, 5:00 p.m., Sunday, Dec. 12)

Fully revised and completed essay, no less than 12 full pages and no more than 14 full pages of text. This page total is exclusive of title page, properly formatted endnotes, and bibliography (divided into primary source and secondary source sections) which will appear in additional pages following the text. Papers without properly formatted endnotes and bibliography will not be accepted and will require immediate revision. We will have discussed formatting and citation issues during the course of the semester, so this should not be a problem.

Final Exam (Dec. 17) At 4 pm on December 13, I will post the exam, which will take the form of one or two integrative essay questions. Your typed response (5 double-spaced pages maximum, not counting citations) will be due by 4 p.m., Dec. 17. The writing need not be as formal as a paper, but do write in complete sentences organized into logically arranged paragraphs. Direct quotations and data need to be cited. The exam is open book; use any course materials you wish. You will be graded on your direct engagement with course materials. Do not waste time looking for additional information and insights on the web. That will not help. See Rampolla, *Pocket Guide*, 48-51, for helpful thoughts on preparing for exams.

PRELIMINARY THOUGHTS ON THE RESEARCH PAPER

A major component of this course will be a substantial research paper (12-14 pages). As you peruse the syllabus, think about what aspects of the course you wish to pursue in greater depth or what gaps in the course and/or your personal knowledge you wish to fill. Even if we had two or three semesters, we could not possibly cover all the important themes, people, and events that shaped the history of these two cities. The research paper provides you the opportunity to broaden and deepen the coverage of the course on your own terms--and to practice history, rather than just reading about history. There are major themes and events that we simply don't cover. One gap that you may have immediately noticed is chronological. Our course skips around. There are whole decades in each of our featured cities that we pretty much ignore. Focusing on topics that occur in those chronological gaps will enliven the course tremendously.

You must base your research on primary sources. In other words, you will need to identify a coherent body of material generated from the historical time period about which you are writing. The participants and observers of the events, figures, or trends at the center of your topic will enable you to construct an original, compelling narrative and to make a thoughtful argument. Finding records left behind, intentionally or unintentionally, is the basis of quality historical research. Your secondary sources, works composed after the fact by scholars and journalists, will help provide the historical and historiographic context you need to draw meaningful conclusions. Secondary sources also will help you fill in missing details or give you someone to debunk, challenge, or argue against. But ultimately, you must build your case through direct engagement with primary sources.

Fortunately, there are plenty of readily available primary sources, no matter what your time period. There are published collections of documents, memoirs, photographs, and fiction. There are collections of letters by famous and not-so-famous people who lived in or passed through these cities. There are travel accounts. There are national magazines. For the period up to 1820, DePauw has a massive database of documents. And there are newspapers—lots and lots of newspapers. You can access these through Roy O. West Library's impressive array of databases. I am eager to brainstorm with you about how to get the sources that will answer the historical questions you have. The librarians in Roy O. West are ready, willing, and able to help as well. Finally, I have in my office the library's copy of *The Encyclopedia of Chicago*, edited by James R. Grossman, and Edwin G. Burrows and Mike Wallace, *Gotham: A History of New York City to 1898*, great references which you can thumb through for topics or to identify sources that will send you on your way to finding more sources. *The Encyclopedia of New York City*, edited by Kenneth T. Jackson, is available for similar purposes as an e-book through the DePauw library website.