

**AMERICAN URBAN HISTORY (A347, sections 26100 [23004 grad]—3 credits)**

Spring 2007, Tuesday, Thursday, 4:30 P.M.-5:45 P.M. Cavanaugh Hall 221

Instructor: Dr. Paul A. Buelow; Office Hours: Mon. 4:30-5:30 P.M.; Tues. 3:00-4:15 P.M. &amp; by app't.

Phone/voice mail: History Dept. 317/274-5840; e-mail: [pbuelow@iupui.edu](mailto:pbuelow@iupui.edu)<https://oncourse.iu.edu/portal>**COURSE DESCRIPTION**

The ability to examine change and continuity in the past from the viewpoint of the present makes the study of history both fascinating and important. Looking at the development of American cities can help the student understand the forces, especially technology, business and industry, migration and immigration, politics and government that shaped the country's history. Celebrating unity of identity as well as diversity of culture and background, the course promotes inquiry concerning (among other topics):

- Reasons for the growth of American cities
- How Americans have used (and abused) cities—functions of cities
- How American society and culture have developed in cities, and have influenced cities
- Physical challenges inherent in city life
- Social challenges inherent in city life

**COURSE OBJECTIVES**

Conforming to IUPUI's "Principles of Undergraduate Learning" (see <http://www.iupui.edu/~history/principlesundergradlearning.htm>), which all students are expected to have mastered by graduation, assignments for this class are designed to help develop reading and communication skills by analyzing historical documents and concepts. Logical thinking and effective communication are helpful to every person. The study of history fosters such thinking, writing, and speaking by teaching students to consider a document or argument in its time/space context and its philosophical and political foundations.

**COURSE REQUIREMENTS**

Lectures provide an outline of topics as well as specific information, but discussion provides a way to solidify understanding. Students should come to class having read the material listed for that day on the syllabus, and having formulated a question or two they'd like to answer. Reading assignments include a narrative text, various brief primary sources, a monograph on the family in American colonial time, and autobiographies by former slaves.

**TEXTS**

Chudacoff, Howard P., and Judith E. Smith. *The Evolution of American Urban Society*, 6<sup>th</sup> ed. (2005).

Cronon, William. *Nature's Metropolis: Chicago and the Great West*. (1991).

Barrows, Robert G. "Silver Buckle on the Rust Belt," in Richard M. Bernard, ed., *Snowbelt Cities: Metropolitan Politics in the Northeast and Midwest since World War II*. (1990).

These texts may be purchased at the Cavanaugh Hall bookstore. A copy of each will be put on reserve in the library. Bring your Chudacoff text to *each* class, and bring the Cronon text when it is to be discussed in class (see schedule).

**ATTENDANCE**

Regular attendance is expected. Students are allowed two absences in the course of the semester with no grade penalty. You need not offer a reason or excuse for these absences. After two, however, each missed class reduces your participation grade. Please consult with the teacher about unavoidable absence due to illness or other serious difficulty to prevent needless penalty.

**LATE OR MISSED WORK**

Material handed in after the due date will be marked down for each calendar day it is late. Except in-class writing, all work will be submitted electronically on Oncourse CL in the Assignments or Drop-box tab. A calendar entry for each assignment will be placed on the Calendar tab in Oncourse.

**INTELLECTUAL HONESTY**

Rigorous intellectual work and academic integrity are important for every student. Plagiarism and other forms of cheating will result in an "F" for the work in question and possible disciplinary action by the University, whose policy on plagiarism is stated in the IUPUI Campus Bulletin, 2004-2006 (p.36), as follows:

*A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:*

- a. Quotes another person's actual words, either oral or written;*
- b. Paraphrases another person's words, either oral or written;*
- c. Uses another person's idea opinion, or theory; or*
- d. Borrows facts, statistics, or other material, unless that information is common knowledge.*

For more information, you can find the IUPUI Student Code of Conduct on line at: <http://life.iupui.edu/dos/code.htm>. Please talk with your instructor if you have questions about what is or is not plagiarism.

### **WITHDRAWALS AND INCOMPLETES**

If you decide to drop this class, please note 1) deadlines apply, and 2) you must submit an official "drop slip" to the registrar (signed by the appropriate people). University policy requires assigning an "F" to a student who stops showing up without submitting a signed drop slip (even if that student has told the professor that she or he plans to withdraw). About incompletes, IUPUI's policy is that they are for students who have completed *almost all* of the course requirements and have been prevented by significant or unanticipated events from finishing the class. Documentation of these events may be required.

### **CLASSROOM WISDOM & ETIQUETTE**

Come to every class session. You can learn quite a lot by listening carefully and thinking about what you hear and read! Eat and sleep well, exercise as you can, and you'll be in good shape to learn! Class discussions are more interesting and useful if students keep up with the reading (indicated on the schedule below for each session). Please bring to class the syllabus, any handouts, and the texts needed. Practice taking useful notes as you read your texts and as you participate in class. Avoid tape-recording classes. That method of participation distracts both you and others, and can foster inattention; when used later for study it is too time-consuming. In the case of physical disabilities, please call the office of Adaptive Educational Services in CA001E (phone 274-3241).

Questions in class are welcome at any time, but private conversations are not. Please turn off or mute cell phones, pagers, and beepers before class begins.

Use a method to read your texts! The SQR method works well. That is, S: Quickly *survey* the reading assignment, noting bold-faced headings and terms in the text; examine the illustrations and their captions; Q: think about what you already know about this topic and design a *question* for your reading to answer; R: *read* the selection with a piece of note-paper next to your open book to record an answer. You will be amazed at how your level of interest increases, along with your comprehension. (Bring your question to class to see if others were thinking the same things!)

The IUPUI Writing Center (CA 427; 274-2049; grammar hotline 274-3000) can be a great help in working on your writing assignments. **Save all assignments, make backup copies**, and print (and keep) at least one draft of class projects before you submit final drafts.

### **ONCOURSE**

This class will use ONCOURSE (see the link above, or go to the IUPUI home-page) as a forum for communication as well as a clearing house for assignments and projects. Students in this class should sign-on to ONCOURSE regularly to read announcements and schedule changes, complete assignments, and check their grades. For some class sessions, students may be asked to examine documents (texts, maps, pictures, photos) deposited in the Resources section of Oncourse.

### **WRITTEN WORK**

Two writing assignments form one basis of evaluation of your achievement in this class. The minor writing assignment is an exercise in map-reading and explicating. Students will pick a city (not Indianapolis), then will find the earliest available map of that city (when it was founded or shortly thereafter) and a contemporary map of the city. Students will compare the two maps in a two- to three-page paper using the two maps as preface page and concluding page, for a total of four to six pages. Presentations of the minor writing assignment will be each week at the beginning of class on Thursday, the date chosen in class by lot. See the class's Oncourse section for web-sites holding historical maps of cities, and use the library or a search engine to find the contemporary one. Save the two maps digitally so that you can show

and explain them to the class on the assigned day. Put both maps (in .jpg or .tif) on disk or portable drive and be ready to show them to the class.

### Minor Writing Assignment Specific Instructions:

Find two maps of your U.S. city, one as early in the city's history as possible, and one contemporary. Scan or photograph the maps, and print them out as illustrations for a two- to three-page paper using one section to answer each of the following four questions:

1. What were (are) the major geographical features of the city, and how did they shape its growth?
2. When was it founded, and by whom?
3. When and why did the community grow into a city?
4. (briefly) How has the city changed physically and population-wise since its founding?

Be certain to record the source of your maps—including author (cartographer), date, publisher, etc., and include these on a "Works Cited" page at the end of your paper.

### HISTORICAL ANALYSIS PROJECT

Make your paper project an illustrated answer to this question: "How did [your aspect] of the city of Indianapolis originate and change over time? Use the extensive collections of the Indiana Historical Society, the main library at IUPUI, the Bloomington library (by interlibrary loan), the Indianapolis-Marion County Public Library, suburban libraries, the archives of the Star and other newspapers, and corporation libraries and archives. *Students are to work in groups of two to four, assigning certain tasks to each group member and balancing the amount of work each must do.* Although some class time will be available for groups to discuss the project, the members should agree upon times when they can work together.

The paper itself should contain the following sections, which will total *at least* eight text pages (pictures and maps on separate pages).

- (1<sup>st</sup> page) **Title page**, with title, name, date, and class number (HIST105, SP07, Buelow)
- (2<sup>nd</sup> page) (*One page or less*) **Introduction**, in which you tell the reader what you are going to show about your chosen aspect of Indianapolis urban history. Explain what it is you are going to show.
- (3<sup>rd</sup> through 6<sup>th</sup> pages) (*At least four full pages*) **Body of paper**, in which you describe and illustrate one feature of Indianapolis' history, putting it into the proper context (show how it fit in with other Indianapolis developments and with changes in other mid-western cities)
- Draw or digitally copy and manipulate two maps showing your urban feature. If change is demonstrated, try to find maps showing your feature during at least two times in the history of the city.
- (7<sup>th</sup> page) (*One page or less*) **Conclusion**, in which you tell the reader what you have shown in the paper. (You have written a brief history of one aspect of the city of Indianapolis, and proved what you said with examples. Now cap it off with a summary).
- (8<sup>th</sup> page) **Works Cited** (or Bibliography, or References) page. The paper must cite a minimum of four text sources and one map (give a citation to the map's cartographer and publisher)

Students should format their projects in such a way that the class can collect them electronically in a single volume which can be printed. Please use Microsoft Word for all files, or save as MS-Word files. Photos and drawing used as illustrations should be embedded in the document as .jpg, .tif, or bitmap files for ease of reproduction.

### LIST OF TOPICS (to be chosen by lot in class)

- Geography and geographical growth
- Development of housing within city limits, sale of land to developers
- Growth of central city ("downtown") and changes in central-city land-use
- Population change by natural increase, migration, and immigration, including a look at population density in various areas of the city
- Ethnicity and housing patterns
- Ethnic cultural activities and restaurants
- Progressive reforms and the city (1900-1920)
- The New Deal and the City (1932-1939)
- Transportation (of goods, of people, including trains, federally-funded interstate highways, airports, interstate bus lines, and mass transit)
- Industry (blue-collar work)
- Commerce (white-collar work)

- Employment and union-management issues
- Suburbs-to the north and NE(remember to include pre-1970s suburbs)
- Suburbs-to the west and NW
- Suburbs-to the south and SW
- Suburbs-to the east and SE
- Media (especially newspapers, magazines, radio, television)
- Education-public and private elementary schools, middle schools, and high schools (city schools and school districts)
- Education-colleges and universities in and around the city (private and public)
- Religious institutions (churches and schools)
- Cultural institutions (museums, libraries, concert venues, orchestras, chamber music, etc.)
- Utilities, such as water supply, gas, electricity, sewerage, telephone, cable television
- Medical care (clinics, hospitals, asylums) and cemeteries
- Participation in the Civil War, the Spanish-American War, WWI, WWII, The Korean Conflict, the Vietnam War, Desert Storm, and the war in Iraq. This includes both people (inductees, draftees, volunteers, commissioned officers) and facilities (war production plants, veterans’ hospital facilities, etc.)
- Federal Government land ownership and presence in Indianapolis (especially Fort Benjamin Harrison)
- Recreation (including parks, sports and sports teams, etc.)
- Politics (representation by geographic areas, gerrymandering, political party affiliation, “boss rule,” city-state alignment or antagonism)
- Urban renewal, 1950s-1980s
- Taxation of property
- Policing, crimes, crime-rates, jails and penal facilities
- Court systems
- Racial-ethnic tensions (centered on Civil Rights movement of 1950s-1970s; don’t forget the KKK and other nativist groups)

Besides developing greater skill at analysis and communication, this assignment aims to promote greater understanding of major geographical, political, economic, social, philosophical, or moral issues in American urban history. Please take the time to develop the theme of your paper and to work it into an introductory paragraph telling the reader what it is you are going to show. Conclude with a summary paragraph telling the reader what it is you have shown. **PROOFREAD** and get someone else to proofread your work to catch little errors in spelling, punctuation, grammar, etc.

Assessment of this assignment will be based on 1) thoroughness, 2) ability to bring your own thoughts into your analysis, and 3) the grammatical quality of your writing (syntax, spelling, etc.).

**A347 American Urban History Tentative Schedule**

<b>Dates</b>	<b>Readings/Resources</b>	<b>Topics</b>
<b>1. Jan. 9</b>	<b>Chudacoff &amp; Smith, <i>Evolution of American Urban Society</i>, 6<sup>th</sup> ed. (2005), Ch. 1</b>	<b>1. The Idea of the City: What is a “city”; why does it exist; what is its place in society and culture, why study its history?</b> <b>2. Cities in the Colonial Age, 1600-1776</b>
<b>2. Jan. 11</b>	<b>C&amp;S, Ch. 1</b>	<b>1. Cities in the Colonial Age, 1600-1776</b> <b>2. Class project: Indianapolis as case study in urban history</b>
<b>3. Jan. 16</b>	<b>C&amp;S, Ch. 1</b> <b>Cronon, <i>Nature’s Metropolis</i> (1991), Prologue</b>	
<b>4. Jan. 18</b>	<b>C&amp;S, Ch. 1</b> <b>Cronon, Part I, Ch. 1</b>	<b>Urban Expansion in a New Republic, 1776-1860</b>
<b>5. Jan. 23</b>	<b>C&amp;S, Ch. 2</b> <b>Cronon, Part I, Ch. 1</b>	
<b>6. Jan. 25</b>	<b>C&amp;S, Ch. 2</b> <b>Cronon, Part I, Ch. 2</b>	
<b>7. Jan. 30</b>	<b>C&amp;S, Ch. 2</b>	<b>Class project topic due in class and in discussion forum</b>

	<b>Cronon, Part I, Ch. 2</b>	<i>on Oncourse.</i>
<b>8. Feb. 1</b>	<b>C&amp;S, Ch. 3</b> <b>Cronon, Part II, Ch. 3</b>	<b>The Walking City, 1820-1860</b>
<b>9. Feb. 6</b>	<b>C&amp;S, Ch. 3</b> <b>Cronon, Part II, Ch. 3</b>	<i>Mini-walking tour of the city: the White River and early industry (attire for the weather!).</i>
<b>10. Feb. 8</b>	<b>C&amp;S, Ch. 3</b> <b>Cronon, Part II, Ch. 4</b>	<i>Class project reference list due in class and on discussion forum in Oncourse for use by the class.</i>
<b>11. Feb. 13</b>	<b>C&amp;S, Ch. 4</b> <b>Cronon, Part II, Ch. 4</b>	<b>Industrialization and the Transformation of Urban Space, 1850-1920</b>
<b>12. Feb. 15</b>	<b>C&amp;S, Ch. 4</b> <b>Cronon, Part III, Ch. 5</b>	
<b>13. Feb. 20</b>	<b>C&amp;S, Ch. 4</b> <b>Cronon, Part III, Ch. 5</b>	
<b>14. Feb. 22</b>	<b>C&amp;S, Ch. 5</b> <b>Cronon, Part III, Ch. 6</b>	<b>Immigration and Urbanization, 1850-1920</b>
<b>15. Feb. 27</b>	<b>C&amp;S, Ch. 5</b> <b>Cronon, Part III, Ch. 6</b>	<i>Class project topic rough drafts due in class.</i>
<b>16. Mar. 1</b>	<b>C&amp;S, Ch. 5</b> <b>Cronon, Part III, Ch. 7</b>	
<b>17. Mar. 6</b>	<b>C&amp;S, Ch. 6</b> <b>Cronon, Part III, Ch. 7</b>	<b>City Politics: The Machine System</b>
<b>18. Mar. 8</b>	<b>C&amp;S, Ch. 6</b>	
<b>19. Mar. 20</b>	<b>C&amp;S, Ch. 7</b>	
<b>21. Mar. 22</b>	<b>C&amp;S, Ch. 7</b> <b>Cronon, Part III, Ch. 8</b>	<b>Cities in the Progressive Era: Casting a Critical Eye, Reforming!</b>
<b>21. Mar. 27</b>	<b>C&amp;S, Ch. 7</b> <b>Cronon, Part III, Ch. 8</b>	
<b>22. Mar. 29</b>	<b>C&amp;S, Ch. 8</b>	<b>Metropolitanism, 1920s and 1930s</b>
<b>23. Apr. 3</b>	<b>C&amp;S, Ch. 8</b> <b>Cronon, Epilogue</b>	
<b>24. Apr. 5</b>	<b>C&amp;S, Ch. 8</b>	<i>Class project papers due in class (and on ONCOURSE by end of day today).</i>
<b>25. Apr. 10</b>	<b>C&amp;S, Ch. 8</b>	
<b>26. Apr. 12</b>	<b>C&amp;S, Ch. 9</b>	<b>Post-WWII American Cities</b>
<b>27. Apr. 17</b>	<b>C&amp;S, Ch. 9</b>	
<b>28. Apr. 19</b>	<b>C&amp;S, Ch. 9</b> <b>Barrows, "Silver Buckle"</b>	
<b>29. Apr. 24</b>	<b>C&amp;S, Ch. 10</b>	<b>The Modern City and Cities of the Future</b>
<b>30. Apr. 26</b>		<i>Walking tour of downtown (attire to suit weather and bring cash for food if desired)</i>
<b>Final Exam</b>		<b>Check date/time/location</b>

**Attendance**

One point given for each class-session attendance. Two "free" points given, meaning no penalty for two absences. Students with perfect attendance will be rewarded.

*Assessment categories in this class with approximate point and percentage values (subject to change):*

Classroom participation (deduct a point for each unexcused absence after two) .....	30 pts-weighted: 05%
Writing Assignment (see instructions above) .....	50 pts-weighted: 20%
Class Project Research Project (see instructions above) .....	100 pts-weighted: 40%
Final Exam .....	75 pts-weighted: 35%
Totals (point-weights are unequal).....	255 pts-total: 100%

Grading scale—A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: below 60. For plus and minus break-points, see our course's Oncourse Gradebook.