In this class, we will focus on three pivotal moments that have had an enduring influence on American society, culture, and politics: the place of northern seaports in the American Revolution, immigration in the late 19th century, and the intersection of the Cold War with the Civil Rights movement. In each module, students will first place the main subject in context and then seek to understand how it changed American society. The last week of each module will be devoted to a consideration of how the subject of that module has become part of American collective memory.

NOTE: This course fulfills the U.S. Society (GU) requirement for students under GenEd and American Culture (AC) for students under Core. Students cannot receive credit for this course if they have successfully completed any of the following: ANTH 0848, GUS 0848, History 0848, or SOC 0848.

Texts *All sources listed are available for purchase at the Campus Bookstore


* Please use the specific editions listed here that are available in the bookstore—other editions are available, but they often have different page numbers (this can be a problem in class discussions). Additional material for class and paper assignments will be placed on reserve in Paley Library or as a pdf on Blackboard (see below).

Grades will be determined by a combination of the following criteria:

1) attendance
2) participation (Blackboard assignments, discussion)
3) three quizzes worth 15% each
4) one 6-8 page paper (1500-2000 words)
*there is no mid-term or final exam
Class will consist of lecture, discussion, group work, and presentations (three students will take turns leading discussion per class). Occasional film and video clips will be integral to the course, and you will have opportunities to refer to them in assignments, papers, and quizzes. You will also be encouraged to engage the course texts by relating them to your own observations in the city and the world around you.

I place a fairly high value on participation. In addition to keeping up with Blackboard assignments, everyone will be asked to lead discussion in groups of three twice during the semester, and I also expect to hear from you regularly throughout the semester. I hope to create a lively, stimulating class environment where you will feel welcome to ask questions, comment, and debate issues.

Regular attendance is expected, and you will need to keep up with reading and assignments. Two unexcused absences are permitted (though not encouraged!). For every unexcused absence beyond two, grade penalties will result. If you have to miss class for some reason, it is up to you to review what was covered that day on the syllabus and obtain any notes from a classmate (do not ask me what you missed). If you are a student athlete at Temple, it is your responsibility to inform me of absences due to game schedules. Please come to class on time with the assigned text for each class. Students who show up late or do not bring the assigned readings will be marked down for participation. I ask that you be on time and stay for the entire class (including when class ends with a film clip). Turn all cell phones, iPods, etc off upon entering class (or set phones to vibrate if absolutely necessary)—texting during class will lower your grade (I will mark you as absent). Taking notes on a laptop is fine, but checking email or your Facebook page, etc is also not acceptable in class.

Your quizzes and papers and related assignments will be significant parts of your grade—but there also will be regular brief writing assignments on Blackboard. The course website on Blackboard will contain an updated version of this syllabus, contact info, reading assignments and questions, and other course material. You are advised to check Blackboard regularly for course updates. I will also send email to the class via Blackboard. Blackboard assignments should be submitted ideally by midnight before class.

For your paper assignments, it may be helpful for you to consult a writing reference guide such as A Pocket Style Manual by Diana Hacker; Gordon Harvey, Writing With Sources: A Guide for Students (Hackett, 1998); or “They Say / I Say” by Gerald Graff and Cathy Birkenstein. All papers must conform to the MLA format. The University Writing Center (located in Tuttleman 201) offers further assistance with writing tutors, and I strongly recommend their services as you work on drafts of your papers (it will help your grade). Visit http://www.temple.edu/writingctr or call 215-204-0700 to make an appointment.

You are encouraged to email me or meet with me during my office hours anytime throughout the semester as needed to approve topics and discuss progress on any assignment.

It is wise to turn in all assignments on time, as work inevitably will pile up. Extensions or excused absences will be granted very rarely (only in case of documented medical emergency or participation in away games by student athletes), and late papers will be marked down ½ letter grade per class day late. You must complete all assignments to pass, and I will not give any Incompletes at the end of the semester.
A Note on Plagiarism and Academic Integrity

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Normally, all work done for courses—papers, examinations, homework exercises, laboratory reports, oral presentations—is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources—journals, books, or other media—these resources must be cited. Everything used from other sources—suggestions for organization of ideas, ideas themselves, or actual language—must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. Each paper assignment will be submitted on the due date both as a hard copy and online via a Blackboard link to SafeAssign to detect any cases of plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Students must assume that all graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in writing in this syllabus. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper or quiz.

If you are having trouble with your writing or are confused about any aspect of proper citation or the definition of plagiarism, please see me or a Writing Tutor in the University Writing Center.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Disability Statement: This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Weekly Course Schedule

Note: we will try to stick to this, but it is not cut in stone—I will let you know if/when there are any changes). Reading Assignments listed for each class (as well as any related Blackboard assignments) should be completed ideally by midnight before the following class.
Week One

Tuesday, August 27: Introduction


Reading Assignment: Lewis Mumford, “What is a City?” Architectural Record (1937); Arthur M. Schlesinger, “The City in American History,” Mississippi Valley Historical Review, 27 (June 1940); and Louis Wirth, “Urbanism as a Way of Life,” American Journal of Sociology (1938)—PDFs on Blackboard

Thursday, August 29: Lecture and Discussion


Reading Assignment: Ch. 1: “Urban America in the Colonial Age, 1600-1776,” in Evolution of American Urban Society—PDF

Week Two

Tuesday, September 3: Lecture and Discussion


Reading Assignment: Nash, Ch. 1, Urban Crucible

Thursday, September 5: Lecture and Discussion

Reading Assignment: Philadelphia: A 300-Year History, Ch. 1, “The Founding, 1681-1701”—PDF

Week Three

Tuesday, September 10: Lecture and Discussion

Reading Assignment: Nash, Ch. 2-3

Thursday, September 12: Lecture and Discussion

Film clip: “The Country and the City” 1609-1825: Part One of New York: A Documentary Film—continued

Reading Assignment: Nash. Ch. 4-5
Week Four

Tuesday, September 17: Lecture and Discussion

Film clip: “The Country and the City” 1609-1825: Part One of *New York: A Documentary Film*—continued

Reading Assignment: Nash. Ch. 6-7

Thursday, September 19: Lecture and Discussion


Week Five

Tuesday, September 24: **QUIZ 1**


Thursday, September 26: Lecture and Discussion

Film clip: *John Adams*—continued

Reading Assignment: Ch. 3: “Life in the Walking City, 1820-1860,” in *Evolution of American Urban Society*; and Jackson, “Suburbs As Slums,” in *Crabgrass Frontier*. (PDFs)

Week Six

Tuesday, October 1: Lecture and Discussion


Reading Assignment: Chudacoff, Ch. 5: “Newcomers and the Urban Core, 1850-1920”; and Ch. 5 “Nativism and Becoming American at Midcentury, 1830-1860,” in Jon Gjerde, ed., *Major Problems in American Immigration and Ethnic History* (Boston: Houghton Mifflin Co, 1998)—PDFs

Thursday, October 3: Lecture and Discussion

Reading Assignment: Chudacoff, Ch. 7, “Refashioning the Social and Physical Environment”; and Riis, Preface, Intro, and Ch. 1-4

Film clip: *Gangs of New York*—continued
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<th>Week Seven</th>
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<td><strong>Tuesday, October 8:</strong> NO CLASS</td>
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<td><strong>Thursday, October 10:</strong> Lecture and Discussion</td>
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<td>Film clip: <em>Gangs of New York</em>—continued</td>
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<td><strong>Week Eight</strong></td>
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<td><strong>Tuesday, October 15:</strong> Lecture and Discussion</td>
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<td>Reading Assignment: Riis, Ch. 12-14</td>
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<td><strong>Thursday, October 17:</strong> Lecture and Discussion</td>
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<td>Reading Assignment: Riis, Ch. 15-17</td>
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<td><strong>Week Nine</strong></td>
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<td><strong>Tuesday, October 22:</strong> Lecture and Discussion</td>
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<td>Reading Assignment: Riis, Ch. 18-20</td>
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<td><strong>Thursday, October 24:</strong> Lecture and Discussion</td>
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<td>Reading Assignment: Riis, Ch. 21-25</td>
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<td><strong>Week Ten</strong></td>
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<td><strong>Tuesday, October 29:</strong> Lecture and Discussion</td>
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<td><strong>Thursday, October 31:</strong> NO CLASS</td>
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<td><strong>Week Eleven</strong></td>
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<td><strong>Tuesday, November 5:</strong> QUIZ 2</td>
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<td><strong>Thursday, November 7:</strong> Lecture and Discussion</td>
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<td>Reading Assignment: Dudziak, Intro, Ch. 1-2</td>
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Week Twelve

Tuesday, November 12: Lecture and Discussion


Reading Assignment: Dudziak, Ch. 3

Thursday, November 14: Lecture and Discussion

Film clip: *42*—continued

**PAPER DUE**

Reading Assignment: Dudziak, Ch. 4

Week Thirteen

Tuesday, November 19: Lecture and Discussion


Reading Assignment: Dudziak, Ch. 5

Thursday, November 21: Lecture and Discussion


Reading Assignment: Dudziak, Ch. 6 - Conclusion

Week Fourteen

Tuesday, November 26: **RSH AWAY: NO CLASS**

Thursday, November 28: **THANKSGIVING RECESS: NO CLASS**

Week Fifteen

Tuesday, December 3: Lecture and Discussion


Thursday, December 5: **QUIZ 3**