



Department of History
Topics in U.S. History: U. S. Urban History
HTST 535.01
Winter, 2021

Instructor: Dr. Frank Towers

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Office Hours and Method: Fridays 12 pm – 12:50 pm, via Zoom link posted on D2L. I am also available by appointment.

Course Delivery: Online, Synchronous

Originally Scheduled Class Times: Tuesdays, 2-4:45 pm

Synchronous Class Times: Tuesdays, 14:00- 16:45, via Zoom link posted on D2L.

Description: This seminar examines the urban history of the United States from the founding the Republic in the late 1700s to the present. In this seminar, we seek to understand what a city is; how cities have changed over time; and how cities have influenced the larger patterns of U.S. history. Students will engage the topic through weekly reading, independent research, and seminar discussion.

Learning Outcomes:

- * Be able to identify major terms and themes in the study of U.S. urban history.
- * Be able to connect themes in U. S. urban history with other historical processes specific to particular times and places.
- * Be able to assess secondary sources to identify argument, structure, evidence, and contribution to their field.
- * Develop writing and research skills through an improved understanding of how historians learn about the past.
- * Demonstrate improved critical thinking and analytical skills.

Required Books:

Baics, Gergeley. *Feeding Gotham: The Political Economy and Geography of Food in New York: 1790-1860*. Princeton, NJ: Princeton University Press, 2016. This book is also available as a free e-book through the U of C library.

Cronon, William. *Nature's Metropolis: Chicago and the Great West*. New York: W. W. Norton, 1992. This book is also available as a free e-book through the Hathi Trust, which can

accessed through the U of C library.

Hayden, Dolores. *Building Suburbia: Green Fields and Urban Growth, 1820-2000*. New York: Pantheon Books 2003. This book is also available as a free e-book through the Hathi Trust, which can be accessed through the U of C library.

Hernández, Kelly Lytle. *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965*. Chapel Hill: University of North Carolina Press, 2017. This book is also available as a free e-book through the U of C library.

Buying books for fall semester. The University of Calgary Bookstore is open online, but in order to help protect the health and safety of the campus community, the University of Calgary Bookstore in Mac Hall remains closed to in-person visits until late September. The store has adapted many of its programs including a robust offering of online services in support of students. For more information and updated access info: <https://www.calgarybookstore.ca>

Assessment:

Assessment Method	Weight	Due Date
In class participation	20%	weekly
Book comparison	25%	Before April 14
Research paper 1 st draft	20%	Feb. 19
Research paper final draft	35%	April 25

Explanation of graded work

In-class participation (20%)

Student participation is essential to the success of the seminar. Each week students should prepare to discuss the assigned reading in class. The participation mark is based on the following factors:

- Regular attendance
- Consistent contributions to class discussion
- Demonstrated working knowledge of the assigned reading. In other words, your contributions show an accurate, informed understanding of the book's topic, thesis, and evidence.
- Critical analysis of the assigned reading that goes beyond summary. In addition to demonstrating a working knowledge of the text, you should also think about the strengths and weaknesses of the book and how the historian in question relates their ideas to other topics considered for this course.
- Moderation. Allow your classmates time to speak as well, and refrain from trying to dominate discussion, hijack debate, or drive the seminar off topic.

Book comparison. Students will write a comparison of two of our assigned books (Baics *Feeding Gotham*; Cronon, *Nature's Metropolis*; Hayden, *Building Suburbia*; and Hernandez, *City of Inmates*). Choose which two you want to compare. The paper will compare how each book studies the history of American cities. Consider how each author defines, or

conceptualizes the city; what question(s) he or she asks about the city; what methods and sources are used; and the strengths and weaknesses of each author's approach. In writing the paper think about our assigned reading models the kind of research you will conduct in your seminar paper. The minimum length for this paper is 1,500 words. The maximum length is 3,000.

- Paper to be submitted to the D2L digital dropbox no later than April 9.

Research paper first draft: Length: minimum of 1,200 words, maximum 2,000 (normally comes out to 4-8 word-processed, double spaced pages).

The first draft of the research paper should

- identify a research question that relates to a major themes in U.S. urban history.
- explain its methods for answering that question
- discuss the sources that will be used for its research
- The minimum length for the draft is 1,200 words. The maximum length is 2,000.
- The draft is due on
- Paper to be submitted to the D2L digital dropbox.

Research paper, final draft:

The final should

- identify a research question that relates to a major themes in U.S. urban history, **and** discuss the relevance of this research for the existing scholarship on the topic.
- Advance a clear thesis, or main answer, to that research question.
- Support that thesis with a sustained investigation of primary and secondary sources.
- Be well written, coherent, and effectively organized.
- The minimum length for this paper is 3500 words, maximum 5,000 (normally comes out to 14-20 word-processed, double spaced pages).
- Paper to be submitted to the D2L digital dropbox.

Paper format: Style should conform to *The Chicago Manual of Style: 17th Ed.* (Chicago: University of Chicago Press, 2017). The U of C library has digital access to the book (simply search the title on the library homepage). For its abridged online citation guide see:

http://www.chicagomanualofstyle.org/tools_citationguide.html

On-Line Instruction Statement: For this course, instruction will be conducted remotely, that is online. Every Tuesday at 2 pm we will have a synchronous meeting for two hours and forty-five minutes. I will post a password protected link to the meeting no later than three hours before our meeting. During that time, we will engage in broad discussion of the week's themes, focusing in particular on the assigned reading. To succeed in the course, be sure to complete the assigned reading prior to our Monday seminars.

I am also available to discuss course issues during a weekly, open Zoom session every Friday from noon to 1 pm. On D2L, I will post a link to the Zoom office hour with a passcode at least 30 minutes prior to the session. I am also available via email, phone, and Zoom by

appointment. Please email me at ftowers@ucalgary.ca if you would like to schedule an appointment.

Learning Technologies Requirements: There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for Synchronous Sessions and office hours: Zoom is a video conferencing program that will allow us to meet at specific times for “live” classes. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they should to turn on their webcam, if they are comfortable doing so (for group work, presentations, etc.).

Schedule

Date	Topic & Reading	Assignments/Due Dates
Week 1 Jan. 12	Defining Urban Penelope Corfield, “Cities in Time,” in Peter Clark, ed. <i>The Oxford handbook of Cities in World History</i> (New York, 2013), 828-846, posted on D2L.	
Week 2	Cities as economies	

Jan. 19	Assigned reading: Baics, <i>Feeding Gotham</i> , 1-53	
Week 3 Jan. 26	Geographic methods Assigned reading: Baics, <i>Feeding Gotham</i> , 57-152	
Week 4 Feb. 2	<i>Feeding Gotham</i> conclusion Assigned reading: Baics, <i>Feeding Gotham</i> , 155-236.	
Week 5 Feb. 9	Finding a research topic Assigned reading: none	Research paper first draft due Feb. 19.
Feb. 15-19	Winter Break, no class meeting	
Week 6 Feb. 23	Cities as networks Assigned reading: Cronon, <i>Nature's Metropolis</i> , 1-96	
Week 7 March 2	Industrial Urbanism Assigned reading: Cronon, <i>Nature's Metropolis</i> , 97-262	
Week 8 March 9	Cronon conclusion Assigned reading: Cronon, <i>Nature's Metropolis</i> , 263-385	
Week 9 March 16	The urban social hierarchy Assigned reading: Hernandez, <i>City of Inmates</i> , 1-91	
Week 10 March 23	Mass incarceration in urban America Assigned reading: Hernandez, <i>City of Inmates</i> , 92-98	
Week 11 March 30	Suburbia's long past Assigned reading: Hayden, <i>Building Suburbia</i> , 3-127	
Week 12 April 6	The suburban present Assigned reading: Hayden, <i>Building Suburbia</i> , 128-247	
Week 13 April 13	Research paper final drafts discussion Assigned reading: none	Comparative paper due no later than April 14
		Final research paper due April 25

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY

COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: *History 300 is a required course for all history majors. You should normally take it in your second year.*

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment,

discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

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