

NEW YORK AND ITS NEIGHBORHOODS

AMST-325 Fall 2018

Wednesdays, 1:15–3:55 p.m.

Professor: Alexander Manevitz

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Office hours: Mondays 2:00 – 4:00pm and by appointment

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Course Description and Objectives

Founded as a small Dutch colonial port city on a narrow island inhabited by Lenape Indians, what is today New York City quickly grew into the most populous city in the United States, as well as a global economic and cultural hub. In order to better understand New York's complex and uneven urban growth, we will analyze the way a diverse array of New Yorkers interacted within and across their communities. We will explore the dynamic history of our city and our neighbors, bringing the past beneath our feet back to life. In the process we will become better historians, and more responsible urban dwellers.

Each class meeting will focus on one of New York City's diverse neighborhoods, using it as a lens to illustrate and investigate important themes of urban and American history that extend well beyond the five boroughs. Instead of trying to cover the entire history of New York City in six weeks, this course will highlight the social, political, economic, cultural, and geographic forces that have shaped the city and the nation for more than 400 years. Some of the issues we will investigate include: colonialism, slavery and freedom, race and racism, immigration, geographies of gender and sexuality, urban development and gentrification, definitions of public space, climate change and climate justice, and class formation.

By the end of this course, we will:

- Gain a more nuanced understanding of New York City's history, and how it is reflected in the spaces and places we experience today.
- Analyze what defines a neighborhood and how neighbors find ways to get along, or don't.
- Use New York City's rich history to examine major themes in American history.
- Develop the skills required to analyze primary and secondary sources, in their various written, visual, aural, and material forms.
- Hone critical reading, writing, and speaking skills, especially with regard to identifying and developing historical arguments.

Expectations

1. **Respect:** The foremost principle of any classroom has to be respect. We must ensure we are actively contributing to, and fostering, an environment of respect for all members of the class and our ideas. With that in mind, we can all feel safe taking intellectual risks as we learn together. No one will be 100% right 100% of the time, but there are plenty of ways to respectfully and constructively disagree, just as there are plenty of ways to respectfully express our ideas.

2. **Attendance and participation:** Your learning depends upon your participation. Punctuality and attendance are therefore expected at all class meetings and will be factored in your grade, and missed classes cannot be made up or excused. If you are more than 15 minutes late, you will be marked absent for the day, and if you miss five classes, you will fail the course.

You are also expected to contribute actively to the class. Thoughtful comments in class discussion and group work are central to this task, but conversations during office hours and other engagement with the course material outside of class will be considered too. Please note that good participation means actively creating spaces for your classmates to participate too.

3. **Reading:** This is an American Studies seminar, and there is a significant amount of reading assigned for each class. The length and density will vary, but the need to complete them will remain constant. We will spend time each class discussing the readings in depth, but we will not summarize them in their entirety. Readings are for the day they are listed, which means an assignment under 2/12, for instance, should be completed in preparation for class that day.

4. **Computers:** These classes are discussion-based seminars and you will never need to transcribe the class word for word. The distractions presented by computers hinder an open class dynamic. **Print and bring all readings to class.** If printing is cost prohibitive, speak with me and I will provide the printed material for you. If you have a specific reason that necessitates the use of a computer in class, speak with the professor at the beginning of the semester (and see academic accommodations below). Mobile devices must be turned off. If you are using your computer or mobile devices repeatedly for non-course-related reasons, I may mark you as absent.

5. **Professor responsibilities:** My goal is to help everyone in the class learn and succeed. As such, I will do my best to foster an open and collaborative classroom environment, and to be available outside of class via email, during office hours, or by appointment to provide feedback on your work or receive feedback on my own.

The assignments detailed below are designed to facilitate critical engagement with the past and our relation to it. They are not intended to trick you or make you figure out the secret to writing a good paper. The path to success in this course is straightforward, and I will mark it as clearly as I can, but confusion and miscommunications happen. Please read the syllabus, assignments, and prior communications from me carefully. If anything

is still unclear, about the course or the assignments, please do not hesitate to ask. Keep in mind, however, that I am not constantly checking my email so please allow 24 hours to respond during the week, and make sure to check your Trinity email at least once a day. All emails should have a relevant subject line, a salutation that includes the name of the recipient, and a sign off that includes your name.

Statement on Academic Integrity

Intellectual integrity is the cornerstone of good scholarship and good learning. Plagiarism of any kind will not be tolerated or excused. There is no mitigating circumstance, ever, for plagiarism. Whenever you draw upon somebody else's words or ideas to make a point, give them credit in a footnote. Plagiarism is more often the result of haste or carelessness than it is the result of deliberate dishonesty. As such, make sure to clearly distinguish and attribute your thoughts from those of others, in your writing and your note taking. If you are ever unsure, it is better to err on the side of caution and provide a citation. Do not wait to the last minute to complete assignments. Procrastination fosters desperation, which in turn leads to plagiarism.

Students of Trinity College are held to the Student Integrity Contract. Students should be familiar with the principles outlined by the contract and must understand and respect the intellectual property of other people. Your work will be graded according to the rubric designed by your instructor. Cheating and plagiarizing will be dealt with according to university guidelines. A plagiarized essay will result in a failing grade for the course. Only original work, done by the student, should be submitted to the instructor. Plagiarism, cheating, or other incidents of academic dishonesty will be reviewed and reported as outlined by the Academic Affairs Committee. Their rules and procedures can be read here: <http://www.trincoll.edu/SiteCollectionDocuments/StudentHandbook.pdf>

Resources

Students with Academic Accommodations

Trinity College is committed to creating an inclusive and accessible learning environment consistent with the Americans with Disabilities Act. If you have approval for academic accommodations, please notify faculty during the first two weeks of the semester or a minimum of ten days prior to needing your accommodations. Please be sure to meet with me privately to discuss implementation. If you do not have approved accommodations, but have a disability requiring academic accommodations or have questions about applying, please contact Lori Clapis, Coordinator of Accessibility Resources, at (860) 297-4025 or at Lori.Clapis@trincoll.edu. The Student Accessibility Resource Center is located in rooms A78 and A79 of the library.

The Writing Center

You are encouraged to use the Writing Center, staffed by specially trained Writing Associates, to improve your writing-no matter your skill level. I suggest taking your writing projects to the Writing Center several times during the process of composing. To reserve an appointment via the online scheduling system use: <https://trincoll.mywconline.com/>. The main Writing Center is in room 109 of the English

House at 115 Vernon Street. For more information about hours and Writing Associates, please visit: <http://writingcenter.trincoll.edu>. Drop-ins are welcome.

The Library and the Watkinson

The Trinity College Library offers resources far greater than you might expect at a college of this size. Beyond a quiet place to study, **CTW** and **Interlibrary Loan** provide access to books from libraries in across Connecticut and around the world. There are many digital resources available also, but I encourage everyone to use digital and physical research tools.

The Library is an especially hospitable place for researchers like you. The library's **research guides** are a great place to start for any subject (<http://courseguides.trincoll.edu>). The **research librarians** are also kind and wonderful people who will help you with just about any assignment, from crafting historical questions to finding and evaluating research sources. **Jeff Liszka** (<http://courseguides.trincoll.edu/jeff>) is the librarian assigned to American Studies courses, but you can make appointments and visit with any of them.

The **Watkinson Library** maintains a renowned rare book, manuscript, and archival collection that has just about every kind of primary source material you can imagine. (<http://www.trincoll.edu/LITC/Watkinson/Pages/default.aspx>) The library is free and open to the public. If you choose to use the Watkinson, I recommend you go in person to speak with an archivist there, but the more specific your questions the more helpful they can be.

Health and Mental Health

The Health Center (TCHC), located in Wheaton Hall, offers health care for all Trinity students enrolled in at least 2 classes. The center is licensed by the state of Connecticut as an Outpatient Clinic and is a primary care office, similar to your home physician's office. Urgent and emergent care is referred off campus to local providers. They are affiliated with Connecticut Children's Medical Center and can coordinate subspecialists with home providers as needed. Phone: (860) 297-2018

You can find more information here:

<http://www.trincoll.edu/StudentLife/HealthWellness/health/Pages/default.aspx>

The Trinity Counseling and Wellness Center provides a full range of counseling and psychological services to all students who desire assistance in coping with personal and emotional difficulties and social relationships. All services offered by the center are free, and all contact with members of the staff is privileged and confidential as provided by law. The center is located at 135 Allen Place, accessible from the Campus Safety parking lot in the gray and white building near the handicapped ramp at the back of the lot.

Phone: (860) 297-2415

You can find more information on the Counseling and Wellness Center here:

<http://www.trincoll.edu/StudentLife/HealthWellness/counseling/Pages/default.aspx>

Evaluation

Attendance and participation: 20%

Moodle Forum Posts: 5%

In-Class Presentation: 5%

Neighborhood Report: 5%

Primary Source Analysis: 15%

Midterm Paper: 20%

Final Paper and Walking Tour: 30%

All assignments (except moodle posts) are due as hardcopies and uploaded to the assignments sections of Moodle at the start of class on the day that they are due. Please make sure the assignment is paper-clipped or stapled, and that each page is numbered with your name on it. Any assignment handed in but not uploaded, or uploaded but not handed in, will be considered late.

Late assignments lose two-thirds of a letter grade per day. E.g., a B+ paper submitted the morning after it was due, will receive a B-. Papers more than 48 hours late will receive an F, and will not be accepted more than a week late. I will not grant any extensions.

Please also be aware of, and adhere to the course's and the college's **academic honesty policies**. See the syllabus and the Student Handbook for more details, but in short, do not plagiarize. If you use any idea that is not your own, cite it, even if you do not quote it directly. When in doubt, cite it.

In addition, you are expected to master the citation style that is common among historians. This style is known as **Chicago Style and includes the use of footnotes**. The full manual is available at most bookstores and the reference section at the library. A quick guide can be accessed on the course's Moodle site or here: http://www.chicagomanualofstyle.org/tools_citationguide.html

Course Schedule (subject to change)

All readings will be on moodle or in a course pack

(9/5) Class 1: Introduction

- Edwin G. Burrows & Mike Wallace, *Gotham: A History of New York City to 1898*, Introduction.

(9/12) Class 2: New Amsterdam

- Graham Russell Gao Hodges, *Root and Branch: African Americans in New York and East Jersey, 1613-1863*, Chapter 1: "Free People and Slaves: 1613-1664."
- Susanah Shaw Romney, *New Netherlands Connections: Intimate Networks and Atlantic Ties in Seventeenth-Century America*, Chapter 3: "'Not Altogether Brotherly': Elusive Intimacy Between Natives and Newcomers."

(9/19) Class 3: Upper West Side and the Upper East Side

- David Scobey, *Empire City: The Making and Meaning of the New York City Landscape*, Introduction and Chapter 7: “Uptown Utopia.”
- Max Page, *Creative Destruction of Manhattan, 1900-1940*, Chapter 2, “Fifth Avenue’s Restless Renewals.”

(9/26) Class 4: Five Points

- Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860*, Chapters 9: “Women on the Town: Sexual Exchange and Prostitution”
- Carla Peterson, *Black Gotham: A Family History of African Americans in Nineteenth-Century New York City*, Chapter 7: “The Draft Riots: July 1863.”

PRIMARY SOURCE ANALYSIS DUE**(10/3) Class 5: Lower East Side**

- Annie Polland and Daniel Soyer, *Emerging Metropolis: New York Jews in the Age of Immigration, 1840-1920*, Chapter 4: “Immigrant Citadels: Tenements, Shops, Stores, and Streets.”
- Hasia Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration*, Chapter 3: “The Bread is Soft: Italian Foodways, American Abundance.”

(10/10) Class 6: Harlems

- Vivek Bald, *Bengali Harlem*, Chapter 5: “Bengali Harlem”
- Shannon King, *Whose Harlem is This, Anyway*, Chapter 4 “‘Maintaining a High Class of Respectability in Negro Neighborhoods’: Contestation and Congregation in Harlem’s Geography of Vice and Leisure during the Prohibition Era.”

(10/17) Class 7: Coney Island

- Kathy Peiss, *Cheap Amusements: Working Women and Leisure in the Turn-of-the-Century New York*, Introduction and Chapter 5: “The Coney Island Excursion”
- Mona Domash, *Invented Cities: The Creation of Landscape in Nineteenth-Century New York and Boston*, Chapter 2: “Creating New York’s Retail District”

NEIGHBORHOOD REPORTS DUE**(10/24) Class 8: Flushing, Queens**

- Morris Dickstein, “From the Thirties to the Sixties: The World’s Fair in its own Time”; Marc H. Miller, “Something for Everyone: Robert Moses and the Fair”; and Sheldon Reavan, “New Frontiers: Science and Technology at the Fair.” In *Remembering the Future: The New York World’s Fair from 1939 to 1964* ed. Queens Museum.

MIDTERM PAPERS DUE

(10/26) CLASS TRIP TO NEW YORK CITY (required)**(10/31) Class 9: West Village**

- David Carter, *Stonewall: The Riots That Sparked the Gay Revolution*, Section 2: “The Stonewall Riots,” Chapters 8-10.
- Jack Giesekeing, “Crossing Over into Neighbourhoods of the Body: Urban Territories, Borders and Lesbian-Queer Bodies in New York City,” *Area* (2015).

(11/7) Class 10: South Bronx

- Evelyn Gonzales, *The Bronx*, Chapter 7: “The South Bronx”
- Owen Gutfreund, “Rebuilding New York in the Auto Age: Robert Moses and His Highways” in Hilary Ballon and Kenneth Jackson, eds. *Robert Moses and the Modern City: The Transformation of New York*.
- Jeff Chang, *Can’t Stop Won’t Stop: A History of the Hip Hop Generation*, Chapters 1 and 4.

FINAL PAPER PROPOSALS DUE**(11/14) Class 11: Bushwick**

- Suleiman Osman, *The Invention of Brownstone Brooklyn: Gentrification and the Search for Authenticity in Postwar New York*. Chapter 7: “The Neighborhood Movement.”
- Forrest Hylton, *NACLA Report on the Americas*, “Containing Multitudes: Death, Destruction, and Rebirth in Brooklyn.”
- Peter Marcuse, “Abandonment, Gentrification, and Displacement: The Linkages in New York City,” in Loretta Less, Tom Slater, and Elvin Wyly, eds. *The Gentrification Reader*.
- Sarah Schulman, *The Gentrification of the Mind: Witness to a Lost Imagination*, chapter 1

(11/21) Thanksgiving Break – No Class**(11/28) Class 12: Red Hook, the Rockaways, and the Destruction of New York**

- Max Page, *The City’s End: Two Centuries of Fantasies, Fears, and Premonitions of New York’s Destruction*, Chapters 4-6: “ ‘Falls Rome, Falls the World’: Atomic Fears of the 1940s and 1950s,” “Escape from New York: Fictions of a City’s Decline and Rebirth,” and “The Future of the City’s End: New York and Its Fantasies After 9/11.”
- A Tale of Two Sandys, a report from the Super Storm Research Lab. <http://superstormresearchlab.org/white-paper/>

(12/5) Class 13: Walking Tour Presentations**FINAL PAPERS AND PRESENTATIONS DUE IN CLASS.**