

The City in History (History 0200)

Dr. Sean Purdy

**Fall 2004 – Wednesdays 5:10-7 :40 pm, Rm. 520, Center City Campus
Office Hours: Monday 10-11am; 1:30-2:30pm; Wed. 10-11am or by apt.
Gladfelter 859, 215-204-7666**

This course looks at the city as a product of human creativity in which the goals of collective life are debated and fought out. The workings of the city are examined in history by focusing on the social, cultural, economic, and political significance of cities as well as on urban design. In addition to ample discussion of theories and methods in urban history, the course will concentrate on four cities in the Americas: Toronto, Philadelphia, Havana and Rio de Janeiro. Students will explore secondary readings from a wide range of historical and interdisciplinary perspectives as well as analyze primary sources such as newspapers, films, literature, maps, documents, photographs, paintings and music.

Blackboard Course Management System

We will be using Blackboard, Temple's Online Course Management System. Digitalized images and documents, readings, and interesting links can be accessed on this site as well as class announcements. All assignments should be sent to the instructor through the Assignment link on Blackboard (not Digital Drop Box). All students should be automatically enrolled in the system, but it is their responsibility to learn how to access and use the system. If a student is unable to use the system for some reason, talk with the instructor in the first class.

Class Format/Participation/Attendance/Conduct

The class will be organized around short lectures, audio-visual presentations and introductions to thematic topics by the instructor and student teams as well as critical group discussion. Success depends upon student preparation and active discussion of the issues, constructive responses to reading materials and others' opinions, articulating and supporting arguments and timely completion of the assignments. Unless otherwise noted, all readings are on reserve at Paley library but there are also several articles that you will find at Center City and under Course Documents on Blackboard as well as a number of web-based articles that you may access through copying and pasting the URL in your browser or through clicking the link on the web page version of this course outline. Unless otherwise noted, journal articles can be found in the bound journals in the stacks at Paley. Please read and return to the proper location. Our Blackboard Account will also have useful External Links and documents that you should look at. Many of the journal articles can also be found on the web through electronic databases accessible through library. Attendance and participation will count for 15 per cent of the mark. Attendance at the weekly class meetings is, of course, mandatory. Please clear absences, except for emergencies, in advance. Please treat all fellow classmates with respect and do not engage in abusive/discriminatory behaviour.

Team Presentation

Each student will contribute to two team presentations (5-6 students each) on two of the classes covered in the course. You will have a chance to choose which classes at second meeting meeting. Each team presentation will take roughly one and a half hours including discussion. Students will be responsible for summarizing and critically analyzing the assigned readings (and any other relevant sources) and organizing the presentation and discussion for the day. Students themselves will be responsible for getting together before class to plan their approaches. Student teams should work out a division of labour for their presentation and must answer at least the following questions for primary sources: who wrote/created this? Why? Who is the target audience? How can historians use this source in their work? Which are the advantages and/or problems in using this source? For secondary sources, students should place them within their context. It is always useful to look for reviews of the authors' work. Aim to present both a synopsis of the reading and a critical response. If relevant, discuss other secondary sources or arguments that you have learned in other classes/experiences. It is also recommended that students meet with or contact the instructor before class. Each team presentation will be awarded a mark of 10 per cent for a total of 20 percent.

Short Writing Assignments

There will be three written assignments of 4-6 typed, double-spaced pages. Each will count for 10 per cent of the mark totalling 30 per cent **OR** you can choose to do Assignment 1 (10%) and one web-based longer assignment worth 20%. These short essays are expected to demonstrate a careful consideration of the readings/activities, utilization of appropriate sources, insights into the topic and coherent organization and writing. A brief but excellent guide to reading primary and secondary sources and writing essays can be found at:

<http://academic.bowdoin.edu/WritingGuides/>

I strongly recommend you read this document and the various links concerning evaluating sources carefully.

Assignment 1 – Due Monday Sept. 27

In what ways has the writing of urban history changed from the time of H.J. Dyos' 1973 article, "Urbanity and suburbanity," (especially pp.31-36) to Raymond Mohl's, "New Perspectives on American Urban History" (1997)? Why have these changes taken place? What new perspectives have urban historians pioneered in recent years? How has Latin American urban history differed from American urban history during this time? Draw on all class readings to this point as well as your knowledge of historiography from other classes. You may choose to focus on one particular topic within urban history if you wish.

Assignment 2 – Due Monday October 25

Choose one of the following from # 2-5 or choose #1, which is worth 20%.

1) Due October 25 (worth 20%. Students who choose this will not have to do Assignment 3.)

Web-based Map Analysis. The Transformation of Toronto's Central District, 1881-1914. See the Assignment page on Blackboard for full details. Students who choose this option need to contact me ASAP since I have materials necessary for completion of the assignment.

- 2) Critically compare urban images, descriptions and analyzes in at least two short stories set in Havana found in Peter Bush, ed., *The voice of the turtle: An anthology of Cuban stories*. London: Quartet Books, 1997. How do the stories you chose differ? What perspectives do they bring to bear on the subject of the city? Go into some detail on how the writers describe the city. Are these texts useful for urban historians?
- 3) Write a critical review of a Cuban film set in Havana (for film suggestions see <http://home.wlu.edu/~barnettj/lit295/cubafilm.htm>) Provide some details about the plot and characters in the film. Did you like it? How is Havana portrayed in the film? Can urban historians use this film?
- 4) Go to the online William James Family Collection at the City of Toronto archives site. This collection has more than 1,000 images of Toronto. Choose several photographs and closely analyze them. Provide the exact URL for your instructor. What do such photos tell us about Toronto? How can urban historians use such photographs? What else do we need to know to fully understand these photographs?

William James family Collection

<http://www.city.toronto.on.ca/archives/photographs/f1244/summaries/e.htm>

- 5) Choose two census variables related to Housing and Population in Toronto for 1951, 1961, 1971, 1981 or 1991. Compare these two variables in either i) a rich and poor census tract over three decades or ii) between the City of Toronto and Metropolitan Toronto (including Toronto and suburbs) for a period of three decades. Present your data in a coherent manner and draw preliminary hypotheses/conclusions about the changes over time. Your instructor has personal hard-copy data sets for Toronto in these years. If you are interested in this assignment, please inform me as soon as possible.

Assignment 3 – Due Monday November 22

- 1) Write a comparative review of the video, "Life and Debt: Developing Stories I" (1994) about the urban poor in Rio de Janeiro and Frederich Engels "The Great Towns," pp. 46-53, in Richard LeGates and Frederic Stout, *The City Reader*, 1996. The video can be found at the CLA ED Tech Center, Call no. HS.R-13. How similar is Engels' nineteenth century account of poverty and urban anarchy to modern Brazilian cities? How can we account for this?
- 2) Visit an historical exhibition on some aspect of the history of Philadelphia at any local museum and write a detailed review. Be sure to list the full title, information about the exhibit organizers, the themes it discusses, the format, and how urban historians can potentially use the materials in the exhibit.

3) Choose an historic photograph or illustration of a street scene in Philadelphia from the Urban Archives. Its web site has substantial information on its photograph collection. Give a hypothetical description of the sights, sounds, and smells that surround the scene, presenting evidence from the photograph itself and other sources about the time period. Examine the image to find clues about the economics, culture and society of the time. One potential source that may help you is Frederic Miller, Morris J. Vogel, Allen Freeman Davis. *Philadelphia Stories: A Photographic History, 1920-1960*. Philadelphia: Temple University Press, 1988. However, you may use a photograph or illustration from any period.

4) Choose a Brazilian popular song connected to Rio de Janeiro and analyze the lyrics as an historical source. If you are interested in this topic, speak with the instructor and we can work on finding a translation or translating the lyrics. You can choose any type of music from Brazil (samba, choro, Tropicalia, rap, MPB etc.) as long as it relates in some way to Rio's urban history. Connect your reading of the lyrics to the material learned in class. What rhymes, metaphors, style etc. does the songwriter use? What can it tell us about life in Rio? How else can urban historians use music?

Final Historiographical or Research Essay

Final Essay – One Page Proposal/Outline Due November 10

First Copy Due Wednesday December 1

Revised Copy Due Friday December 10

Your final essay should be a 10-15 pages (double-spaced) 1) synthesis of theory and previous research on a specific problem in the student's area of interest **OR** 2) an intensive examination of a set of primary sources with some attention to relevant secondary sources. The final essay may be connected to assignments you are completing for other classes, but it should not be a duplication. It may deal with any period or area in urban history that interests you.

If you choose to do an historiographical essay, you need to adequately summarize the main arguments and debates, identify important questions for future research and potential methods for addressing those questions. An excellent essay will critically evaluate the debates, issues and problems; demonstrate insight and creativity; and utilize a substantial bibliography.

If you choose to do a primary research essay, you need to undertake a close “reading” of an adequate set of sources (any source, period or area). It should be backed up by some relevant secondary sources. However, the main objective of this essay is to work through, analyze and draw preliminary conclusions from the primary sources.

Your instructor will carefully read your first draft and make recommendations for revisions concerning style and substance and return the essays as soon as possible.

Summary of Important Dates

Assignment 1 Due – Monday September 27

Assignment 2 Due – Monday October 25

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Assignment 3 Due – Monday November 22

Final Proposal Due – Wednesday November 10

First Copy of Final Essay Due – Wednesday December 1

Revised Copy of Final Essay Due – Friday December 10

Summary of Marking Scheme

Participation/Attendance – 15%

Team Presentations – 2 X 10% = 20%

Short Assignments – 3 x 10% = 30%

Final Essay – 35%

Academic Dishonesty

Students should familiarize themselves with Temple University's Policy on Academic Dishonesty at <http://oll.temple.edu/ih/writing/plagiarism2.htm>

September 1 - What is Urban History and Why Do We Do It?

-Introduction; Welcome; Integration

-Course Requirements; Explanation of Assignments; Team Presentations Selection

Film and Exercises: *Cidade de Deus (City of God) (2002)*, dir. Fernando Meirelles.

September 8 - The Origins, Significance and Development of Cities

Louis Wirth. "Urbanism as a Way of Life" (1938) and Herbert Gans, "Urbanism and Suburbanism as Ways of Life: A Re-evaluation of Definitions," (1962) both in Sylvia Fleis Fava, ed., *Urbanism in World Perspective: A Reader*. New York: Thomas Y. Crowell, Company, 1969.

Paul Bairoch. *Cities and Economic Development*. Chicago: University of Chicago Press, 1988. Chapters 1 and 6.

"Place," (442), "Urban," (651-653), "Urbanism," (665), "Urbanization," (665-666) in R.J. Johnston, Derek Gregory and David M. Smith eds., *The Dictionary of Human Geography*. Oxford: Basil Blackwell, 1994. (Various editions available in Paley Reference)

Film and Exercises: *We Built This City* (2003), the Discovery Channel.

September 15 - Visions of Urban History

H.J. Dyos, "Urbanity and suburbanity," (1973) in *Exploring the Urban Past: Essays in Urban History* by H.J. Dyos, ed. by David Cannadine and D. Reeder. Cambridge: Cambridge University Press, 1982.

Mohl, Raymond. "New Perspectives on American Urban History," in Mohl, ed., *The Making of Urban America*. Scholarly Resources Press, 1997.

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Mark D. Szuchman, “The City as Vision—The Development of Urban Culture in Latin America,” in Mark D. Szuchman, ed., *I Saw the City Invincible* (Scholarly Resources, 1996).

Armus, Diego and John Dear. "The Trajectory of Latin American Urban History," *Journal of Urban History*, 24, (Mar., 1998), 291-301.

September 22 – Tour of the Urban Archives and Discussion about Archives

-No team presentations

Class meets at 5:30 p.m. at the Urban Archives, Samuel Paley Library / Ground Floor. The Urban Archivist will do a 45-minute presentation after which the class will discuss various questions related to archives and primary research.

Required Reading: James M. O’Toole, *Understanding archives and manuscripts* (Chicago: Society of American Archivists, 1990), Chapter 1. Templana Book Collection DESK CD 950 O766x Library Use Only AND 2 copies on reserve at Center City.

September 29 – Some Methods in Urban Historical Research

Assignment 1 is due next Monday

Stuart Aitken, "Textual Analysis: Armchair Theories and Couch-Potato Geography" in Robin Flowerdew and David Martin, eds., *Methods in Human Geography*. London: Longman, 1996. Paley Library reserve AND 2 copies on reserve at Center City.

Robert C. Williams, *The historian's toolbox : a student's guide to the theory and craft of history*, Armonk: M.E. Sharpe, 2003, pp.3-48; 58-61; 94-129. Paley Library reserve AND 2 copies on reserve at Center City.

“How to Read a Primary Source,”

<http://academic.bowdoin.edu/WritingGuides/>

Download the PDF file on the sidebar. (accessible through web page version of this course outline)

“Using Map Resources in Teaching” by Cindy Stout and Eliza Hamrick, University of Denver, at Teaching With Colorado’s Heritage Institute, June 26, 2002. (Course Documents on Blackboard)

In Class Source Analysis Session: Documents, Photographs, Maps

October 6 - Havana: Visualizing the Antillean City

Extensively browse the topical sections on the History of Cuba Website at <http://www.historyofcuba.com/cuba.htm>

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Dudley Brooks, “Behind the Curtain: Cuba,” *Washington Post Photo Essay*,
<http://www.washingtonpost.com/wp-srv/inatl/galleries/cuba/splash.htm>

Sergio Díaz-Briquets. “Cuba.” in Gerald M. Greenfield, ed. *Latin American Urbanization. Historical Profiles of Major Cities*. Westport, CT.: Greenwood Press, 1994 pp. 173-187.
Paley Library reserve AND 2 copies on reserve at Center City.

Robert Segre, Mario Coyula, Joseph Scarpaci and Andres Duany. *Havana: Two Faces of the Antillean Metropolis*. New York, New York: John Wiley and Sons, 2002. Chapters 1, 4, 6. Paley Library reserve AND 2 copies on reserve at Center City.

In Class Source Analysis Session: Peoples and Buildings

October 13 – Havana: Women, Revolution and the City

Johnnetta B. Cole and Gail A. Reed. "Women in Cuba: old problems and new ideas."
Urban Anthropology, 15:3/4, Fall/Winter (1986): 321-353.

Lois M. Smith and Alfred Padula. *Sex and Revolution: Women in Socialist Cuba*. Oxford Univ. Press, 1995. Chapters 3-4, 12-13.

Film: Selections from *Portrait of Teresa*, dir. Pastor Vega (for background see
<http://www.library.american.edu/subject/media/aufderheide/portrait.html>)

Film Exercises in Class

October 20 – Toronto, Canada: An American City?

Do an Internet search on Toronto and find information about its location, economic activities, social composition and anything else that might interest you. Bring any unanswered questions to class. The City of Toronto web site has excellent maps and information on neighbourhoods, including satellite images of housing and buildings.
<http://www.city.toronto.on.ca>

Larry D. McCann and Peter J. Smith, “Canada Becomes Urban: Cities and Urbanization in Historical Perspective,” in Trudi Bunting and Pierre Filion eds., *Canadian Cities in Transition*, 1st ed. Toronto: Oxford University Press, 1991. (available on reserve at Center City)

Richard Harris and Robert Lewis, “How the Past Matters: North American Cities in the Twentieth Century,” *Journal of Urban Affairs* 20, 2 (1998): 159-174.

Richard Harris. *Unplanned Suburbs: Toronto's American Tragedy*. Baltimore: Johns Hopkins University Press, 1996, Chapters 1, 2, 8.

Contemporary Rock Music Exercise: Lowest of the Low, *Henry Needs a New Pair of Shoes* and the Rheostatics, *It's a Bad Time to be Poor*

October 27 – Class, Gender and Ethnicity in Toronto

Assignment 2 due next Monday

Harold Troper, "History of Immigration Since the Second World War: From Toronto "the Good" to Toronto "the World in a City," CERIS Working Paper Series, #12-2000. Available at

<http://www.ceris.metropolis.net/Virtual%20Library/Demographics/troper1/troper1.html>

Manley, John. "Starve, Be Damned!": Communists and Canada's Urban Unemployed, 1929-39," *Canadian Historical Review* 79 (Sept., 1998), 466-91.

Fragar, Ruth. *Sweatshop Strife: Class, Ethnicity, and Gender in the Jewish Labour Movement of Toronto, 1900-1939* (1992), Chapters 1, 5.

Maynard, Steven. "Horrible Temptations': Sex, Men, and Working-Class Youth in Urban Ontario, 1890-1935," *Canadian Historical Review* 78 (June, 1997), 191-235.

November 3 – Class, Space and Politics in Colonial Philadelphia

Howard Chudacoff & Smith. *The Evolution of American Urban Society* (1994), 37-77

Salinger, Sharon. "Spaces, Inside and Outside, in Eighteenth-Century Philadelphia," *Journal of Interdisciplinary History* 26 (Summer 1995) 1-31.

Billy Smith. *The "Lower Sort": Philadelphia's Laboring People*. Ithaca: Cornell University Press, 1990. Intro, Chapters 1, 3, 6.

In Class Exercise: Analysis of Library of Congress Historical Maps of Philadelphia

November 10 – W.E.B. DuBois, Race and Black Philadelphia

Final Essay Proposal Due Next Class

W.E.B. DuBois's, *The Philadelphia Negro: A Social Study* (1899), Chapters 1-2, 9, 11.

Michael Katz and Thomas Sugrue, ""The Context of *The Philadelphia Negro*"" in Michael B. Katz and Thomas J. Sugrue, eds. *W.E.B. DuBois, Race, and the City: "The Philadelphia Negro" and Its Legacy*. Philadelphia: University of Pennsylvania Press, 1998.

Jacqueline Jones, "'Lifework' and Its Limits: The Problem of Labor in *The Philadelphia Negro*", Ibid.

November 17 – Rio de Janeiro: Planning and Resisting the "Tropical Paris"

Final Essay Proposal Due Today

"The historical framework," (601-614), "Race in Brazilian society," (623-625) in *Brazil, the Rough Guide*. London: Rough Guide Books, 1998. On reserve at Center City Library.

Jeffery D. Needell, "Rio De Janeiro at the Turn of the Century: Modernization and the Parisian Ideal," *Journal of Inter-American Studies and World Affairs*, 25:1 (1983).

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“Brazil,” in Arturo Almanoz, ed. *Planning Latin America's Capital Cities, 1850-1950*. London, New York: Routledge, 2002, pp.62-105.

Teresa A. Meade. *"Civilizing" Rio: Reform and Resistance in a Brazilian City, 1889-1930*. University Park: Pennsylvania State University Press, 1997. Chapters, 1, 2, 4.

November 24 – The Mystery of Samba: Music and Urban History

Hermano Vianna, Edited and Translated by John Charles Chasteen. *The Mystery of Samba: Popular Music and National Identity in Brazil* (University of North Carolina Press, 1999) Chapters 1, 2, 7-8.

John Charles Chasteen, "The Prehistory of Samba: Carnival Dancing in Rio De Janeiro, 1840-1917," 28, no. 1 (February 1996) *Journal of Latin American Studies* 28 (1996).

Multimedia Presentation (Songs, Dance, Photographs) and Exercises: *Circuito Mauá*

Assignment 3 is due next Monday

December 1 - Comparative Urban Histories

First Copy of Final Essay is due today

Ney dos Santos Oliveira, “Favelas and Ghettoes: Race and Class in Rio de Janeiro and New York City,” *Latin American Perspectives*, 23 (Fall 1996), 71-89.

Lemon, James T. *Liberal Dreams and Nature's Limits: Great Cities of North America Since 1600* (1996), Chapters 1, 8.

Theodore Hershberg, Alan N. Burstein, Eugene P. Erickson, Stephanie Greenberg, and William L Yancey, “A Tale of Three Cities: Blacks and Immigrants in Philadelphia, 1850-1880, 1930, and 1970,” *Annals of the American Academy of Political and Social Science*, 441 (Jan. 1979), 65-81.