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COURSE SYLLABUS

Term: 2016-2 (Spring 2017)

HIST 431X: American Urban History

Instructor Information:	
Instructor Name	Dr. Valerie Pennanen
Office Number:	522
Phone Number:	(219) 473-4294
Email:	vpennanen@ccsj.edu
Hours Available:	<ul style="list-style-type: none"> • Mondays, 3:30 – 6 P.M. • Tuesdays, 8:30 A.M. – 12 noon and 1 – 5 P.M. • Thursdays, 8:30 A.M. – 12 noon and 1 – 5 P.M. Or by appointment
Instructor Background: B.A., Classical and Near Eastern Archaeology and Ancient Greek (Bryn Mawr College); M.A. and Ph.D., Classical Art and Archaeology (The University of Michigan); teaching experience in classics, art history, art appreciation, liberal studies, world literature, world civilization, global perspectives (history and literature courses), and basic writing courses.	

Course Information:	
Course Time:	Monday 7 – 10 P.M.
Classroom:	264
Prerequisites:	EWPC 103 – 104 plus one of the following: HIST 110 or HIST 115.
Required Books and Materials:	Howard P. Chudacoff, Judith E. Smith, and Peter C. Baldwin, <i>The Evolution of American Urban Society</i> (7 th edition, 2010).
Learning Outcomes/ Competencies:	
Students in this course will:	
<ul style="list-style-type: none"> • Know a general chronology of American cities. • Know key features of American cities in different time periods. • Investigate the growth of U.S. cities and urban, including immigrant and ethnic, U.S. neighborhoods. • Analyze economic, industrial, political, and social patterns in American cities. • Analyze the growth of suburban communities across America. • Discuss and evaluate primary and secondary sources orally and in clear, complete, and concise writing. 	

- Synthesize facts and develop new insights into the American urban experience through careful study of primary and secondary sources.

Course Description:

This course surveys the history of urban America from colonial times to the present. It emphasizes urban political, economic, social and cultural factors and their impact on the historical development of American cities. Cross-listed: SSC 431.

Learning Strategies:

Reading and writing assignments, film screenings, and required in-class discussions.

Experiential Learning Opportunities:

Midway through the semester each student will, on his / her own initiative and time, conduct an interview with a local civic representative or city employee. Highlights from this interview will then be incorporated (along with the results of more “traditional” research by the student) into the term paper.

Assessments:

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Major Assignments:	<ul style="list-style-type: none"> • “Chapter Highlights” written homework (10 sets) • In-Class Writing Exercises (6) • Term Paper • Oral Presentation 	20 % of course grade 30 % of course grade 20% of course grade 10% of course grade
Class Participation	<ul style="list-style-type: none"> • Required class discussions (5) 	20% of course grade

Grading Scale

100 – 93: A	92 – 90: A-
89 – 87: B+	86 – 83: B
82 – 80: B-	
79 – 77: C+	76 – 73: C
72 – 70: C-	
69 – 67: D+	66 – 63: D
62 – 60: D-	
59 and below	F

Course Schedule:

Class Date	Class Discussion / Activities	Homework
Monday, January 9	Welcome and introduction; choosing of term paper topics. Native American prelude. Beginnings of non-Native urban settlement in North America: Spanish and French settlements.	Read Chapter 1 (“Urban America in the Colonial Age”), AND compile a written list of 5 highlights; ALSO, arrange for the required interview, and begin background reading for your term paper.
Monday, January 23	CHAPTER HIGHLIGHTS LIST # 1 DUE. Beginnings of non-Native urban settlement in North America,	Read Chapter 2 (“Urban Expansion in the New Nation”), AND compile a written list of 5 highlights; ALSO, continue researching your term

	<p>continued: Dutch and English settlements. An in-depth look at colonial New Amsterdam / New York.</p> <p>IN-CLASS WRITING EXERCISE # 1.</p>	<p>paper topic.</p>
Monday, January 30	<p>CHAPTER HIGHLIGHTS LIST # 2 DUE.</p> <p>U.S. urban life in the years following the Revolutionary War: practical problems, crises, and solutions.</p>	<p>Read Chapter 3 (“Life in the Walking City”), AND compile a written list of 5 highlights; ALSO, continue researching your term paper topic.</p>
Monday, February 6	<p>CHAPTER HIGHLIGHTS LIST # 3 DUE.</p> <p>An in-depth look at the early history of Chicago. IN-CLASS WRITING EXERCISE # 2.</p>	<p>Continue researching your term paper.</p>
Monday, February 13	<p>Glimpses of U.S. urban life, plus modes of travel from one city to another, in the post – Revolutionary through Civil War eras. This unit will make use of Charles Dickens’s <i>American Notes</i> [1843] and Frederick Douglass’s <i>Narrative of the Life of Frederick Douglass, an American Slave</i> [1845].</p> <p>IN-CLASS WRITING EXERCISE # 3.</p>	<p>Read Chapters 4 – 5 (“Industrialization and the Changing Shape of the City” and “Newcomers and the Urban Core”), AND compile a written list of 5 highlights <i>per chapter</i> (total: 10 highlights).</p>
Monday, February 20	<p>CHAPTER HIGHLIGHTS LISTS # 4 and # 5 DUE.</p> <p>Glimpses of U.S. urban life from the post-Civil War era through World War I, with special emphasis on the lives of the working poor and ethnic groups. This unit will make use of Jacob Riis’s <i>How the Other Half Lives</i> (1890) plus short films covering the Great Fire of Chicago (1871), the Johnstown flood (1889), and the Triangle Shirtwaist factory fire (1911).</p> <p>IN-CLASS WRITING EXERCISE # 4.</p>	<p>Continue researching your term paper topic.</p>
Monday, March 6	<p>Glimpses of U.S. urban life from the post-Civil War era through World War I, with special emphasis on the</p>	<p>Read Chapters 6 – 7 (“Bosses and Reformers in City Politics” and “Reforming the Social and Physical</p>

	<p>growth of leisure pastimes and the development of new technologies (including new modes of transportation).</p> <p>IN-CLASS WRITING EXERCISE # 5.</p>	<p>Environment”), AND compile a written list of 5 highlights <i>per chapter</i> (total: 10 highlights). ALSO, conduct the required interview (unless you have already done so).</p>
Monday, March 13	<p>CHAPTER HIGHLIGHTS LISTS # 6 AND 7 DUE.</p> <p>Glimpses of U.S. urban life from the Post-Civil War era through World War I, with special emphasis on the careers and contributions of social activists. This unit will make use of writings by Jane Addams, Mary Harris Jones (a.k.a. “Mother Jones”), and Donaldina Cameron.</p> <p>IN-CLASS WRITING EXERCISE # 6.</p>	<p>Read Chapter 8 (“Cities in an Age of Metropolitanism”), AND compile a written list of 5 highlights.</p>
Monday, March 20	<p>CHAPTER HIGHLIGHTS LIST # 8 DUE.</p> <p>An overview of U.S. urban life—the good, the bad, and the ugly (!)—during the complicated decade of the 1920s. This unit will make use of a documentary film on the Tulsa race riots of 1921 and will incorporate REQUIRED CLASS DISCUSSION # 1.</p>	<p>Begin actively writing your term paper.</p>
Monday, March 27	<p>An overview of U.S. urban life during the Great Depression. Viewing of the feature film <i>Street Scene</i> (1931), followed by REQUIRED CLASS DISCUSSION # 2.</p>	<p>Read Chapter 9 (“The Emerging ‘Urban Crisis’”), AND compile a written list of 5 highlights.</p>
Monday, April 3	<p>CHAPTER HIGHLIGHTS LIST # 9 DUE.</p> <p>Social upheaval in U.S. cities following World War II, incorporating REQUIRED CLASS DISCUSSION # 3.</p>	<p>Continue writing your term paper.</p>
Monday, April 10	<p>Viewing of the feature film <i>West Side Story</i> (1961), followed by REQUIRED CLASS DISCUSSION # 4.</p>	<p>Read Chapter 10 (“New Hope and New Concerns in the American City”), AND compile a written list of 5 highlights.</p>
Monday, April 17	<p>CHAPTER HIGHLIGHTS LIST # 10 DUE.</p> <p>A survey of contemporary</p>	<p>Finish your term paper, AND prepare accompanying oral presentation (with PowerPoint and</p>

	American urban issues, incorporating REQUIRED CLASS DISCUSSION # 5.	/ or other visual aids).
Monday, April 24	TERM PAPER DUE. ORAL PRESENTATIONS.	

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p>History Support Area Attendance Policy: In the event that you must miss class due to an <u>official, CCSJ-related commitment</u> (for instance, an athletic event in which you are playing), you are expected to provide at least 48 hours' advance notification via e-mail to your History instructor(s). If a <u>sudden, serious circumstance</u> (personal illness or family emergency) prevents you from attending class, you should make it a high priority to notify your History instructor(s) as soon as possible. You may make up work for a session that you missed due to legitimate reasons, <u>provided that you abide by your instructor's rules governing extensions</u> (please see below, Turning In Your Work). Please keep in mind that <u>frequent absences from class will NOT be tolerated, and absences due to trivial reasons will NOT be excused. A student who misses more than 9 hours of class time, total, will receive a grade of FW on his or her transcript.</u></p> <p>Punctuality: Please make it a top priority to arrive on time to class each week. Repeatedly coming in late (especially if you are more than 5 or 10 minutes tardy) is disruptive, and it will result in a 10- to 20- per cent (depending on how severe the problem is) lowering of your class discussion grade for the date in question. Thank you for your attention to these important matters.</p>
Turning In Your Work	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>Extensions on written homework and oral presentations will be granted ONLY in case of illness, family emergency, or unavoidable conflicts due to other commitments you have for CCSJ. Please remember that extensions</p>

	are not granted automatically; you must request them. <u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u>
Using Electronic Devices	Please turn off all cell phones, pagers, etc. for the full duration of each class. If there is an important reason why you must have your phone or pager turned on (e.g. illness at home, work situation), please speak to me about it before the class meets.
Participating in Class	See Assessments, above.
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources:	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.

2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.