

# **IDC 3001H: The Peopling of New York**

Baruch College, CUNY • Spring 2003

MP13H and RT13H (Monday and Wednesday, noon – 1:15 and 1:40 – 2:55 pm)

Professor Zachary M. Schrag, Department of History.

Vertical Campus 5/257 • Office Hours: Monday and Wednesday, 10-11 am.

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## **Introduction**

In the second Honors College seminar, students will investigate the role of immigration and migration in shaping the city's identity -- past, present, and future. Topics to be considered include the factors that have driven and drawn people to New York since the seventeenth century; the different ways that religion, race, gender, and ethnicity have shaped immigrant encounters with the city; the formation and social organization of immigrant communities in such neighborhoods as the Five Points, the Lower East Side, Harlem, Little Italy, Chinatown, Astoria, and Flushing; the impact of successive waves of newcomers on urban culture and politics; and the continuing debates over assimilation and Americanization. Extensive in-class reading and writing assignments will be enriched by visits to the Tenement House Museum, Ellis Island/Castle Garden, Weeksville, and other important sites. As in the first seminar, each student will be part of a cross-campus team conducting research on a relevant subject or issue, assisted in their work by instructional technology. All classes will come together several times during the semester to talk with distinguished faculty and others who study the city's experience of migration and immigration.

## **Assignments**

### *Participation (20%)*

You are expected to keep up with the reading and to participate in class discussions. For each week in which reading is assigned, I will post discussion questions on Blackboard. By Monday at 10am, you are to answer one of the questions in a one-paragraph posting. By Wednesday at 10am, you are to comment to one of your classmate's postings in a response of at least three sentences. I will not letter-grade or even necessary comment in writing on your Blackboard postings, but I will look for prompt and courteous postings that show that you have done the assigned reading. In addition, since roughly half of our classroom time is devoted to discussion, I expect active and informed participation in class discussions. For both the on-line and in-class discussions, intelligent, informed questions about readings and lectures are often as valuable or more than comments on material you are sure you understand.

You are expected to arrive in class promptly, with cell phones and beepers turned off. By the start of class you should be in your seat, ready to take notes. Late arrivals or early departures may be counted as absences. All students must

sign-in on arriving in class; if you do not sign in upon arrival you will not get credit for attending. Pursuant to the Honors College policy on good standing, students who accumulate a total of three absences from both the seminar and common events in a given semester will be placed on probation. Students who miss four meetings of the seminar will receive a grade of WU. Absences can be excused only with documentation, such as a note from a doctor written on letterhead.

*Tour Reviews (15% and 25%)*

During the term you must take two tours concerning the history of New York City. You will be provided with a list of valid historic sites, museum exhibits, and walking tours, or you may choose another tour with the approval of the instructor. You are responsible for finding a tour that meets your schedule and paying any admission fee.

The purpose of the tour review assignment is to get you thinking about how New York City itself can be a source of historical knowledge and how historians tell stories about the city's history to the public at large. It is supposed to be a fun assignment, a chance for you to explore the city rather than remain stuck in front of a computer screen or buried in the library. But tourism plays an important role in shaping Americans understanding of the past, so the assignment is quite serious as well.

Each review should describe the tour in enough detail that a person considering that tour would know what to expect. Possible questions to answer: What did you see on your tour? What event in history, or place in the city, was featured? If an exhibit, was it chiefly composed of text, photographs, or artifacts? If a historic site, what happened there? If a walking tour, how much ground was covered, and how long did the tour last? What materials or buildings were original, and what were replicas?

Beyond description, the reviews must analyze the choices made by the curators or tour guides in creating the exhibit or tour. What story were they trying to tell? What audience were they trying to reach? What did they leave in, and what did they leave out? Was the tour interesting; if so, why? What part of the tour did you most enjoy, and what part did you least enjoy?

Finally, the papers should explain the value of the tour you took to learning about the history of the people of New York City. What can you learn by walking through a neighborhood, touring a building, or looking at a group of photographs that you would miss if you only read books? Did the tour tell the same story as the books you have read for class, or did it present a new angle?

The papers must be written in essay form, with an introduction, thesis statement, body paragraphs, and conclusion. Before taking your first tour, you should read the Beverly Gordon article as a model for a critical exhibit review. You may also wish to review my instructions on writing essays and reviews at <http://schrag.info/teaching/handbook.html>.

The first review, due February 19, should be 900-1200 words (roughly 3-5 double-spaced typed pages). For this paper, you need only visit the site in question. The second paper is due in two stages. By March 26 you should tour your second site and write a paper proposal, of roughly one page, that poses a research question about the site and suggests sources—be they primary documents, secondary literature, or interviews--that might answer that question. After receiving my comments on your proposal, by April 30 you should submit a 1400-2000 word (roughly 5-7 pages) paper based on both your visit and the additional research. Because you may wish to revisit the site after doing your research, for this second paper you should choose a tour that is given regularly or an exhibit that is open through April.

*Exams (15% and 25%)*

The midterm exam, on March 5, and the final exam, in May, will present you with primary documents and ask you to analyze them with reference to readings and lectures.

## Readings

Books have been ordered from the Baruch College Bookstore on the ground level of the Vertical Campus. Additional material may be handed out in class or posted on Blackboard.

Anbinder, Tyler. *Five Points: The 19th-century New York City Neighborhood that Invented Tap Dance, Stole Elections, and Became the World's Most Notorious Slum*. New York: Free Press, 2001.

Ewen, Elizabeth. *Immigrant Women in the Land of Dollars: Life and Culture on the Lower East Side, 1890-1925*. New York : Monthly Review Press, 1985.

Gordon, Beverly. "'They Don't Wear Wigs Here': Issues and Complexities in the Development of an Exhibition." *American Quarterly* 47 (March 1995): 116-139. On Blackboard or at <http://links.jstor.org/sici?sici=0003-0678%28199503%2947%3A1%3C116%3A%22DWWHI%3E2.0.CO%3B2-R>

Jackson, Kenneth T., and Davis S. Dunbar, eds. *Empire City: New York Through the Centuries*. New York: Columbia University Press, 2002.

Sanjek, Roger. *The Future of Us All: Race and Neighborhood Politics in New York City*. Ithaca: Cornell University Press, 1998.

Wilder, Craig Steven. *A Covenant with Color: Race and Social Power in Brooklyn*. New York : Columbia University Press, 2000.

You should also have a copy of Ann Raimés, *Keys for Writers*, Third Edition, which has been issued to all freshmen on CD.

## Schedule

### Introduction

#### Week 1.

January 27. Introduction. What is success?

### Subordination

January 29. Lecture: Colonial New York

#### Week 2. Slavery in the City

For Monday: Read Gordon; Wilder, 1-41; Jackson and Dunbar, 28-29, 36-43, 54-55, 65-70, 71-6, 83-5. An Act for Regulateing of Slaves, 1702 (on Blackboard).

February 3. Lecture: Slavery and Abolition

February 4. Cross Campus Project Dinner & Workshops.

February 5. Discussion.

#### Week 3. Merchant New York

For Monday: Read Anbinder, 1-37, Jackson and Dunbar, 101-131, 222-246.

February 10. Lecture: City of Merchants.

February 12. NO CLASS (Lincoln's Birthday).

#### Week 4. The Irish Arrive

For Monday: Read Anbinder, 38-105; Jackson and Dunbar, 186-197, 212-21.

February 17. NO CLASS (Washington's Birthday).

February 19. FIRST PAPER DUE. Discussion.  
Week 5. Politics and Violence  
For Monday: Read Anbinder, 106-171, 269-302.  
February 24. Discussion.  
February 26. Astor Place and Draft Riots

Week 6. Midterm  
March 3. Midterm Review  
March 5. MIDTERM EXAM

### *Assimilation*

Week 7. Sweatshops and Tenements  
For Monday: Read Ewen, 1-74, 93-127.  
March 10. Lecture: Tammany, Reform, and Consolidation  
March 12. Discussion.  
March 13. Cross Campus Project Dinner & Workshops

Week 8. Progressive Reform  
For Monday: Read Ewen, 76-91, 242-62. Jackson and Dunbar, 338-355,  
370-382, 383-396, 422-435, 443-451, 474-476.  
March 17. Lecture: The Progressive Response  
March 19. Discussion.

Week 9. City of Offices  
For Monday: Read Jackson and Dunbar, 541-547  
March 24. Film: *The Crowd*  
March 26. SECOND PAPER PROPOSAL DUE. Discussion.

Week 10. Black New York  
For Monday: Read Wilder, 107-74, Jackson and Dunbar, 519-525, 548-552,  
575-9, 712-19.  
March 31. Lecture: Harlem—Image and Reality.  
April 2. Discussion.

Week 11. New Deal New York  
For Monday: Jackson and Dunbar, 619-638, 647-652, 666-72, 695-711;  
Wilder, 175-242.  
April 7. Lecture: La Guardia's New York.  
April 9. Discussion.

### *Pluralism*

Week 12.  
For Monday: Read Jackson and Dunbar, 736-8, 741-749; Sanjek, 1-101;  
Gerald Ford speech (on Blackboard).  
April 14. Lecture: White Flight and Lindsay Liberalism.  
April 15. (Wednesday schedule). *All in the Family*. Showing and  
Discussion.  
April 16. NO CLASS (Spring recess)

Week 13. The Newest Immigrants  
For Monday: Read Sanjek, 119-140, 215-79, Jackson and Dunbar, 908-926.  
April 28. Lecture: Recovery and Gentrification.  
April 30. SECOND PAPER DUE. Discussion.

Week 14. The Future of Us All?  
For Monday: Read Jackson and Dunbar, 851-62, Sanjek, 367-93.  
May 5. Film: *Do the Right Thing*.  
May 7. Discussion.

Week 15. Review

For Monday: Read Jackson and Dunbar, 946-61, 966-975.

May 12. Discussion.

Chancellor's Reception and Student Presentations.

May 14. Course Review.

*Final Exam*

MP13H (noon section): Wednesday, May 21, 1 – 3 pm.

RT13H (1:40 section): Monday, May 19, 1 – 3 pm.