

History 8635: U.S. Cities

Spring Semester 2009 U.S. Cities 7:15-9:45 PM Thursday 707 GCB

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Overview

U.S. Cities traces the growth and development of cities in the United States from colonial times to the present within the context of an urbanizing world.

Learning Goals

When you complete this course, you will be able to:

1. Establish a world historical context for the growth of cities in the United States.
2. Identify the causal factors that shaped the transformation of the American City over the past 250 years.
3. Describe the planning efforts that have attempted to make cities more livable.
4. Detail the creation of a national network of cities in the 18th, 19th, and 20th centuries.
5. Use appropriate historical repositories to gather documentary evidence about the changing structure of the American city.
6. Use the city as a document to analyze its patterns of physical change.
7. Use electronic means (a) to gather appropriate information about city growth; (b) to plan and develop presentations for this course; (c) to establish a portfolio of your work in the field of heritage preservation; and (d) add information available in Wikipedia for the history of an American city.

Course Requirements:

Students will:

- (1) be prepared to discuss readings for each of the seminars by posting one-page responses to questions weekly on WebCT(5%) of the grade),
- (2) write a three-page review of *Sprawl: A Compact History* by Robert Bruegmann. (5% of the grade)
- (3) write four short (2-4 page) synopses (each 5% of the final grade),
- (4) prepare a twenty- to thirty-page illustrated narrative paper (25% of the grade) and class presentation using a PowerPoint CD with charts and illustrations (15% of the grade) tracing the growth of an American city,
- (5) prepare additions to the Wikipedia entry for the history of the American city selected for the paper and presentation, and
- (6) complete final exam (30% of the grade).

(1) WebCT Postings.

For each class there will be a question or two about to direct your thoughts about the readings. Each participant is required to post a 250-word response to the questions to the WebCT bulletin board by 7:00 PM Monday night before Tuesday's class. Then, in advance of the class meeting

Tuesday at 7:15, each student will read the thoughts of the other students that are posted on the bulletin board.

(2) Book Review. Read and write a three-page/750 word critique of Bruegmann's *Sprawl: A Compact History* that presents the principal themes of the book and places them in the context of the organizing themes of the course.

(3) Synopses: Students will prepare four synopses sources that can be used in the writing of city histories.

Synopsis 1. Due Jan 15. With a mind to preparing a history of an American city for your term project, select six cities from the U. S. Urban Hierarchy list of 361 MSA's (found at: http://en.wikipedia.org/wiki/United_States_urban_area), taking one from the category of 3M to 18M, one from 2M to 3M, one from 1 M to 2M, one from 250,000 to 1M, one from 125,000 to 250,000, and one from 50,000 to 125,000. Go Wikipedia at <http://www.wikipedia.org/> and read what has been written about the history, geography, culture, and other aspects of these cities. Write a short synopsis of each urban account and indicate which two cities you have an interest in selecting for your term project.

Synopsis 2. Due Jan 22. After you receive approval to focus on a city for the term, prepare a two-part portrait of the city you will study for the semester.

Part I—Demography. Differentiate between the growth of the historic core city of your metropolitan area and the larger metropolitan statistical area (MSA) consisting of an increasing number of counties in the course of the 20th century. To find the counties that constitute your metropolitan area, Go to <http://www.ipums.umn.edu/usa/volii/tgeotools.html> and click County composition of Metropolitan Areas for 1850-2000 and 1900-2000 and create a chart of the growth over time of the number of counties of your metropolitan area. Go to the <http://fisher.lib.virginia.edu/collections/stats/histcensus/> to get population figures for the counties of your metropolitan area for fifty-year intervals: 1800, 1850, 1900, 1950, and 2000. To get a profile of your historic core city, go to the US Bureau of the Census <http://www.census.gov/population/www/documentation/twps0027.html#urban> and read "POPULATION OF THE 100 LARGEST CITIES AND OTHER URBAN PLACES IN THE UNITED STATES: 1790 TO 1990" by Campbell Gibson, a report on the historical patterns of urban development. Note the variance of "city" population (the historic core city) and "urbanized area" population (a variation of the SMA). Click on the DETAILED TABLES for each year from 1790 to 1990 to see where your city fits into the top 100 largest cities. (Remember that this set of figures traces the size of the historic core city and does not trace the larger SMA growth of metropolises that begin to emerge in the mid-20th century. Then prepare a statistical profile of the growth a city that will be the subject of your study this term. Check to see what the percentage of urban population in the state where your city is located (<http://www.census.gov/population/censusdata/urpop0090.txt>) and compare it to the percentage of urban population for the national as a whole. Check to see what the average travel time is to work and the percentage of those who drive alone and take mass transit (<http://www.census.gov/population/socdemo/journey/msa50.txt>) and compare it to the metropolitan population patterns as a whole. Census 2000 -

<http://www.census.gov/main/www/cen2000.html> Click on the AMERICAN FACT FINDER— Then select Data Sets Tab on the left side of the page, then select DETAILED TABLES from the 2000 section at the right center of the page, then select from the pull-down menu Geographic Type “Urban Area,” then select your city and click MAP IT. Copy the map of the urbanized area of your city. Then select the Metropolitan Statistical Areas/CMSA, then click Add to Current Geography Selections, SA Data Sets with Thematic Maps to see a variety of demographic patterns mapped out in your metropolis. In other words, play with this until you figure it out. So you can use it to look at the racial, class, and ethnic patterning of your metropolitan area.

Part II—Physical patterns. Download Google Earth: <http://earth.google.com/> Type in your city and state. Move around the cursor and zoom function so you can see the physical patterns of your metropolitan area. Write a description of its larger patterns: its historic downtown, its railroad and expressway systems, its industrial districts, its late 20th century suburban office nodes, its waterfront (if there is one), and its other typical and distinctive patterns.

Synopsis 3. Due Feb 5. Prepare a bibliography of histories and web sites of the city of that will be the subject of your study this term. Assess the histories with brief 2-3 sentence descriptions of their coverage of the history of your city and indicate five that you believe will be most helpful in the preparation of your final report.

Synopsis 4. Due Feb 26. Select a history of the city you will be analyzing and write a book review that addresses the utility of the study for the general reader who is interested in comprehending the larger patterns of change of the city. Address whether the study gives sufficient illustrative detail, maps, and photographs to help readers who are not familiar with the city’s districts and neighborhoods. Address how well the study places the city history within the larger context of American urban development.

(4) Paper and class presentation. Students will select an American city and prepare an account of its physical and demographic patterns of growth. The paper will set the growth of the city within the context of American urban growth, draw on secondary sources by historians that trace the development of the city, and use primary and secondary sources available on the Internet. The class presentation will use demographic profiles, maps, and visual documents to trace the developmental patterns of the selected city. An outline of the project is due April 2th and the final paper April 23rd. Electronic copies of both assignments must be submitted, in addition to a paper report.

(5) Final Exam. The final exam will consist of six questions given in advance of the exam date. Students are to prepare an outline to answer each of the questions. In addition each student will copy of historical narrative from Wikipedia of the city from the term report and write additional narrative that can be added to the Wikipedia entry. This assignment will be turned in at the time of the final exam and will be calculated at 10% of the final exam grade. At the time of the final, three of the six questions will be selected at random to be answered, using the prepared outline, in the two-hour exam time. Students may bring notes and books to the final.

(6) Disclaimers: This syllabus provides a general plan for the course; deviations may be necessary. The Georgia State University Policy on Academic Honesty (Section 409) is in effect for this course.

Readings: Required Texts:

The Evolution of American Urban Society (6th Edition) by Howard P. Chudacoff and Judith E. Smith

Crabgrass Frontier: The Suburbanization of the United States by Kenneth T. Jackson

Nature's Metropolis: Chicago and the Great West by William Cronon

Sprawl: A Compact History by Robert Bruegmann

WebCT : Selected readings for other studies of U. S. Cities

Schedule

<u>Date</u>	<u>Topic</u>	<u>Readings, Assignment Due Date, and Posting Questions</u>
Jan 8	Introduction—City History	
Jan 15	Colonial Cities— And Chicago	Chudacoff, Chapter 1, Jackson Chapter 1, Cronon Prologue and Chapter 1 Report 1 Due and Email tcrimmin@gsu.edu with the city you intend to study for the semester. What determined the location and growth of American cities as European outposts were first established in the American colonies? How similar or different were they from European and Native American settlements at the time?
Jan 22	Cities—1800- 1870—Urban Network	Chudacoff, Chapter 2, Warner “Engine,” WCT 55-84 , Cronon Chapter 2 Report 2 Due What facilitated the growth of a network of cities in the United States in the beginning of the 19th century? How does Chicago represent this generation of urban growth?
Jana 29	Cities—1850- 1920—Urban Form I	Chudacoff, Chapter 3, Warner “Segregated City,” WCT 85-112 How was a national network of cities created in the later half of the 19th century? What doe Sam Warner see as having shaped the American city between 1870 and 1920?
Feb 5	Cities—1850- 1920—Urban Form II	Cronon Chapters 3, 4. 5. Taylor, “Building Intra-urban,” WCT 128-150, Jackson, Chapter 2. Report 3 Due What were the external market conditions shaping cities in the 19 th century? How did intra-urban transportation reshape the physical structure of the American city in the course of the 19th century?
Feb 12	Cities—1850- 1920—Social Structure	Cronon Chapter 6. Chudacoff, Chapter 4, Barth “Department Store and Ball Park,” WCT 110-191 What was the urban hierarchy among cities that emerged in the 19th century? What influence on city life does Gunter Barth see in the establishment of new urban institutions and physical structures like the department store and the ball park?

Feb 19	Cities—1850-1920—Political Structure	Cronon Chapter 7, Chudacoff, Chapter 5 and 6, Green, “Manufacturing Cities,” WCT 188-202 What did the growth of manufacturing do to the physical and social structure of medium and small American cities in the 19th century? How did the political structure adapt to the new urban reality?
Feb 26	Cities—1850-1920—City Planning	Cronon Chapter 8. Jackson, Chapters 4-8. Report 4 Due What alternatives did urban planners devise to the gritty realities of the 19th century manufacturing city? What does the 1893 World’s Fair represent for Chicago?
Mar 5	Spring Break:	No Class
Mar 12	Cities—1920-1970—New Urban Form	Chudacoff, Chapter 7, Warner, “New Freedom,” WCT 113-149. What does Sam Warner see as having shaped the growth of Los Angeles between 1920 and 1970? What positive effects does he see from the influence of the automobile?
Mar 19	Cities—1920-1970—New Suburbs	Jackson, Chapters 9-14 How does the growth of suburbs in the 19th and early 20th century American city compare to their growth after World War II? Does Kenneth Jackson's view of automobile-driven suburban growth correspond to Warner's?
Mar 26	Cities—1920-1970—Post Industrial Cities	Chudacoff, Chapter 8, Jackson Chapter 14 Book Review Due. How would you characterize the American city of the late 20th and early 21st century? What are its differences from earlier cities of the 19 th and early 20th centuries?
Apr 2	Cities—1970-2000—Suburbs in Search of Cities	Chudacoff, Chapter 9, Jackson Chapter 15 and 16 What are the problems of the American city of the past fifty years? What solutions are being suggested to deal with our current problems? Outline of City History Project Due. Please send by email to tcrimmin@gsu.edu
Apr 9	No Class	Consultation on City History Project
Apr 16	Oral Presentations	
Apr 23	Oral Presentations	City Reports Due: Paper, CD with Power Point Presentation, Email electronic copy of the paper.
April 30	Final Exam	7:15-9:15