

University of Washington
HSTAA 208 – THE CITY
Winter 2019
TuTh 10:30-12:20 – Loew Hall 113

Professor O'Mara
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We live in an urban age. Half the world's population now lives in cities; by 2030, many more will have joined them. This survey course provides a foundational understanding of the economic, political, and social forces shaping North American cities' evolution since the colonial period and the central role cities have played in modern U.S. history. It also will introduce you to the tools and skills of original historical research, primary source analysis, and public history. Each enrolled student will contribute to a collaborative digital exhibition on the evolution of American cities, built around a close historical study of one part of Seattle.

In Winter 2019, we will examine the Seattle Waterfront, in a project timed to coincide with the demolition of the Alaskan Way Viaduct.

LEARNING GOALS:

- An understanding of urban evolution of North America from the seventeenth century to the present, and the political, economic, social, and technological drivers of that evolution;
- Sharpened critical thinking and writing about history, including ability to distinguish different types of sources (primary, secondary) and analyze their context and meaning; and
- An ability to apply this historical awareness to understanding present-day political, economic, and social structures.
- Ability to communicate history to wider public audiences and to use online platforms for research-based scholarly writing.

READINGS

The four required books are available for sale at the University Bookstore, and all except Nicolaidis are also available in e-book form via the UW Library. Nicolaidis also is available via 2-hour reserve at Odegaard Undergraduate Library.

Christine Stansell, *City of Women*

Becky Nicolaidis, *My Blue Heaven*

David Freund, *Colored Property*

David B. Williams, *Too High and Too Steep*

Other required articles, book chapters, and primary sources available to enrolled students in electronic form via the course Canvas website.

CLASS FORMAT AND ASSIGNMENTS

The class consists of two 110-minute lectures per week. Lecture periods will consist of 60 minutes of lecture time and the remainder devoted to reading, writing, discussion, and group work. We will have class guests and also have three class periods devoted to working and workshopping your digital history project on the Waterfront. We will write in class nearly every session, and completion of these in-class assignments will count toward your participation grade.

1. Thoughtful, historically informed, and courteous **participation**, including active engagement in discussion (small group and all class) and completion of in-class writing assignments (10%). A grading rubric for this component of class work can be found at the end of this syllabus.
2. Writing and posting **weekly** responses to the assigned reading and lecture content, using prompts posted by the instructor, to be posted by 11:59PM each Wednesday over the course of the quarter (2% per post, for a total of 18%). Every student has one “free pass” if you miss a post in case of illness or in order to manage workload from other courses.
4. A **midterm essay exam** (essays and short answer IDs) covering the first six weeks of the quarter's lecture material and readings, to be completed online in lieu of class on **Thursday, February 14 between 10:30a-12:20p** (20% of grade).
5. An **online exhibition** examining the history of one block of the Seattle waterfront and its adjoining neighborhoods (assigned Week 2, drafted throughout quarter during three digital work sessions and on your own time, final submission to instructor for grading **no later than 11:59p on Friday, March 15**; 32% of grade). You will receive a detailed assignment sheet explaining standards and required components of this project, as well as spend class time learning how to build your digital exhibit using Google Sites.
6. A **final essay exam** (essays and short answer IDs) covering the full quarter of lecture and reading content, but with an emphasis on the second half, to be completed online in lieu of an in-person final exam on **Monday, March 18 from 10:30a-12:20p** (20% of grade).

CLASS SCHEDULE

WEEK ONE: January 8 & 10: Introduction; Cities in Early America

Sources and methods of urban history; Native American cities; colonial cities; regional differentiation; natural and built environments; politics

NO READING OR DISCUSSION POST THIS WEEK

WEEK TWO: January 15 & 17: Industrial Transformation & Urban Life

Market revolution; canals and turnpikes; immigration; women and men in the city

READING: Stansell, 1-102

- Discussion post due Wednesday 11:59PM.
- Class guest January 15: David Williams, author of *Too High and Too Steep*

- Class guest January 17: Theresa Mudrock, History Librarian
- **Digital work session one** on January 17. Set up your Google Site; discuss primary source ideas.

WEEK THREE: January 22 & 24: Instant Cities of the Far West

“Manifest Destiny”; the West and the Pacific; mining and trade; Native peoples as urban peoples; environmental consequences

READING: Stansell, 103-224

- Discussion post due Wednesday 11:59PM.

WEEK FOUR: January 29 & 31: Landscapes of Wealth and Poverty

The new middle class and the first suburbs; urban leisure and the urban consumer; immigration and multiethnic Seattle

READING: Williams, Chs. 1-4

- **Class field trip** January 29 to Friends of the Seattle Waterfront! We will take Metro buses to and from, departing campus at 10:30AM and returning by 1:00PM. If this trip conflicts with class or work schedules, please let the professor know and we can make alternative arrangements.
- Discussion post due Wednesday 11:59PM.

WEEK FIVE: February 5 & 7: Planning and Politics

Garden cities and the City Beautiful; political machines; Progressive reform; New Deal programs

READING: Freund, 45-139

- Discussion post due Wednesday 11:59PM.
- **Digital work session two** during class on Thursday Feb. 7. Import your primary source materials, discuss, problem-solve, caption.

WEEK SIX: February 12 & 14: Suburbia Pt 1

Imagining suburbia at the 1939 World’s Fair; the homebuilders; popular culture

READING: Nicolaidis, 1-119

- Discussion post due Wednesday 11:59PM.
- **Midterm examination** on Thursday Feb. 14, taken online in lieu of regular class session, open and ready to complete (at a location of your choice) between over a 30-hour period starting 10:30AM Thursday and ending 4:30PM Friday Feb. 15.

WEEK SEVEN: February 19 & 21: Suburbia Pt 2

Real estate and race; suburbs as job centers; policy and politics

READING: Freund, 176-242

- Discussion post due Wednesday 11:59PM.

WEEK EIGHT: February 26 & 28: Urban “Crisis”

Deindustrialization; new economies; public education; urban renewal; media

READING: Nicolaidis, 272-327

- Discussion post due Wednesday 11:59PM.
- **Digital work session three** during class on Thursday Feb. 28. Finalize your exhibit draft.

- **Online exhibit due in draft form** for peer review and feedback by 11:59PM on Friday March 1.

WEEK NINE: March 5 & 7: Metropolitan America

Redefining cities and suburbs; high-tech cities; housing markets; gentrification; environment
 READING, ALL AS PDF ON CANVAS: Andrew Needham and Alan Dietrich-Ward, “Beyond the Metropolis”; Lily Geismer, “Open Suburbs vs. Open Space”

- Discussion post due Wednesday 11:59PM.
- **Feedback** to your peers on their online exhibit entries due 11:59PM on Friday March 8.

WEEK TEN: March 12 & 14: The Next City

Globalization; wealth and poverty; health and the city; sustainable urbanism; transportation alternatives; beyond suburbia

READING, ALL AS PDF ON CANVAS: Margaret O’Mara, “The Other High-Tech Bubble”; Margaret O’Mara, “Silicon Dreams”; Amazon, Request for Proposals, HQ2.

- Discussion post due Wednesday 11:59PM.
- **Online exhibit due in final form** by 11:59PM on Friday March 15. Complete the exhibit, publish it, and share the URL with the instructors on Canvas for grading.

EXAM WEEK: Final Exam: Monday, March 18, 10:30AM taken online at the same time that an in-person exam would be held, and to be completed by 4:30PM on Tuesday, March 19. You do not need to be on campus, merely at a computer with Internet access.

CLASS POLICIES

NOTES: Take them, either on a laptop, tablet, or by hand—whatever works best for your brain, your memory, and your penmanship. I will hand out lecture outlines each day, but these are outlines only, and should be complemented by your detailed notes on the subject at hand.

PAPER: Please bring paper and pen/pencil to class each day so that you can use and turn in for in-class writing assignments.

ELECTRONICS: If you rely on a laptop for note-taking, you may use one, but the WiFi must be turned off. Do not take notes on your phone. Phones must be on silent/do not disturb mode. Violation of these standards not only will make you a disruption to your fellow students but will result in a significant blow to your participation grade.

WRITING GUIDELINES, RESEARCH RESOURCES, & OTHER HELPFUL STUFF: I have a number of handouts and links available on my web site at www.margaretomara.com/resources. Please read and refer to these as needed.

ACADEMIC INTEGRITY: In all assignments you are expected to adhere to the standards of academic integrity outlined by the University of Washington Student Conduct Code. In an age of internet-based research and writing, the standards for plagiarism and academic dishonesty can become unclear, and I strongly encourage all students to read UW statements and guidelines that outline acceptable practices and procedures.

ACCESS AND ACCOMODATIONS: Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

ASSIGNMENT DEADLINES: Assignments submitted late on Canvas will be penalized 5% per hour or fraction of hour of lateness. Allow enough time before deadlines to avoid any technical/computer problems that might make your assignment late.

ABSENCES: Success in this course will depend on your being present and consistently engaged in class sessions. If illness or another unexpected circumstance keep you from attendance, you may make up your absence by choosing to read an additional section of at least 30 pp in length from one of the assigned books, and file a second 100-200 word discussion post in addition to your usual weekly reading response. These should be submitted to the professor directly by email or Canvas messaging no later than 5PM Monday of the week following your absence.

ILLNESS: Please follow common-sense guidelines in order to protect yourself and your fellow students. Stay home if you have a fever or any malady that might be easily communicated to those sitting near you in the classroom. See above on how to make up for missed sessions.

DISCUSSION/PARTICIPATION STANDARDS: The professor calculates this work (consisting of up to 10% of your final grade) according to the following rubric:

- 10%: completes all in-class work; participates in discussion in nearly every class session; speaks and listens thoughtfully to peers, reflecting careful reading and attention to lecture content; informed, collegial contributions to group and in-class assignments.
- 9%: completes nearly all in-class work; contributes to discussion in 80-90% of class sessions, reflecting completion of reading assignments and attention to lecture content.
- 7-8%: completes most in-class work; contributes to discussion 50-70% of time, reflecting completion of assigned reading and some attention to lecture content.
- 5-6%: rarely speaks in class; low engagement in group work; missing in-class assignments.
- 4% and below: rarely or never speaks in class, could not demonstrate by comments or in-class assignments that reading had been completed or lecture content mastered; lack of collegiality to peers; not following course policies.

FINAL GRADE SCALE: Each assignment is worth a certain number of points, totaling 100. I convert the total into a four-point scale at the end of the quarter following this rubric:

$\geq 95\% = 4.0$	88 = 3.3	81 = 2.6	74 = 1.9	67 = 1.2
94 = 3.9	87 = 3.2	80 = 2.5	73 = 1.8	66 = 1.1
93 = 3.8	86 = 3.1	79 = 2.4	72 = 1.7	65 = 1.0
92 = 3.7	85 = 3.0	78 = 2.3	71 = 1.6	64 = 0.9
91 = 3.6	84 = 2.9	77 = 2.2	70 = 1.5	63 = 0.8
90 = 3.5	83 = 2.8	76 = 2.1	69 = 1.4	62 = 0.7
89 = 3.4	82 = 2.7	75 = 2.0	68 = 1.3	61 \geq no credit