

## **HISTORY 640 – THE URBAN ENVIRONMENT RESEARCH SEMINAR**

Professor: Dr. Kyle Riismandel

Classroom: CKB 220

Time: Monday, 545-845PM

Office: Cullimore 326

Office Hours: Tuesday 1130AM-1PM, Thursday 4-5PM, and by appointment

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### **Course Description**

This is a research seminar intended to give graduate students a foundation in the questions and methods related to the interdisciplinary study of American cities and suburbs with a focus on the postwar United States. Through the reading of secondary sources, students will critically engage with sources, methods, and interventions to understand how to research and write about American spaces.

That work will inform and aid students in researching, writing, and revising their own primary source historical research projects of significant length, 20-25 pages. As part of that process, we will work collaboratively to help each other including practice giving and receiving constructive feedback.

Ideally, each student will complete a project related to their field of study and stage in their degree program and/or career such as a thesis or dissertation chapter, preparation for a qualification/comprehensive field exam, preparation for teaching in a particular subject area or working in a library, archive, or arm of government, etc.

### **Course Goals**

- Familiarity, understanding, and critical assessment of the approaches to studying space and place in postwar America
- Practice finding, analyzing, and placing in historical context archival primary source material
- Practice organizing, writing, and revising a large research project
- Practice giving, receiving, and applying constructive feedback

### **Organization and Structure**

This is a research seminar whose main objective is the production of a historical research essay. Thus, much of your effort will be spent working on that project in collaboration with your classmates and me. Nonetheless, we will also be continuously engaging in the literature of the urban experience in postwar America. This is intended to provide an introduction to and familiarity with postwar US urban life and examples of how to approach the critical study of place, people, and culture in that period. As such, the chosen monographs will provide a variety of methods and approaches to studies of the sub/urban experience.

### **Requirements and Assignments**

The foremost requirement is a commitment to making a good faith effort to complete the work of the course. At times it may be difficult, annoying, or even overwhelming, but, graduate courses work best when everyone is working and participating. This is particularly important in a research seminar where you will be working closely with classmates on their research and writing. So, come with an open mind, commitment to yourself, your classmates, and me, and a willingness to be challenged, be lost, be scared, be invigorated, and, ultimately, to learn.

### Reading Assignments

- For each reading or set of readings, you should be prepared to discuss at minimum the following:
  - What is the argument?
  - What is the field of study and the intervention in that field of study?
  - What primary source evidence is used to make that argument?
- Discussion Questions
  - Further, you will choose at least one week's readings when you will write a set of 2-4 questions for the class to consider during discussion. These will be sent to me and posted to Moodle at least 24 hours prior to class. I have provided links to review articles for most readings to help in the preparation of these questions.

Research Project Assignments – Each of these assignments will have a separate assignment sheet available via Moodle

- Reverse Engineering
  - This assignment asks you to “reverse engineer” a scholarly monograph to understand how a research project is conceptualized and executed.
- Proposal
  - Research Question (Draft and Final)
  - Primary source identification and description
- Annotated bibliography
- Drafting, Revision, Final Draft
  - Periodic submission of writing demonstrating understanding and response to constructive criticism
- Feedback and Writing Groups
  - You will be divided into writing groups working together to improve your projects. As part of the group, you will be required to give written and verbal feedback on the work of the members of your writing group.
  - You will also submit your written feedback to me for, well, feedback 😊

Grading – Assignment sheets can be found at the end of this document

- Class Participation and Discussion Questions – 20%
- Reverse Engineering – 5%
- Outline of *Power Lines* – 5%
- Research Project (including written feedback) – 30%
  - Research Question and Primary Source List/Archive Identification/Prospective Title
  - Annotated Bibliography

- Outline
- Draft
- Final Draft – 40%

### **Required Texts**

#### Monographs

- Kate Brown, *Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters*
- Matthew Desmond, *Evicted: Poverty and Profit in the American City*
- Kevin Kruse and Thomas Sugrue, eds., *The New Suburban History*
- Benjamin Looker, *A Nation of Neighborhoods: Imagining Cities, Communities, and Democracy in Postwar America*
- Andrew Needham, *Power Lines: Phoenix and the Making of the Modern Southwest*
- Beryl Satter, *Family Properties: Race, Real Estate, and the Exploitation of Black Urban America*
- Marita Sturken, *Tourists of History: Memory, Kitsch, and Consumerism from Oklahoma City to Ground Zero*

### **Course Schedule**

#### Week 1 – Introductions/Thinking about Space and Place/Conceptualizing Your Project

##### Readings

- Henri Lefebvre, *The Production of Space*, “The Plan of the Present Work,” pp. 1-15, 26-46
  - [https://archive.org/details/pdfy-870F\\_rtdczNUgl-h/page/n5](https://archive.org/details/pdfy-870F_rtdczNUgl-h/page/n5)
- Dolores Hayden, “Placemaking,” *Journal of Architectural Education*, Vol. 41, No. 3, *Urban History in the 1980s* (Spring, 1988), pp. 45-51
- Timothy Creswell, *Place: A Short Introduction*, 1-14

#### Project Discussion – Topic Areas and Course Goals

#### Week 2 – Social History

##### Readings

- Beryl Satter, *Family Properties: Race, Real Estate, and the Exploitation of Black Urban America*

#### Due – Feb. 3<sup>rd</sup> – Reverse Engineering Assignment

What would a research proposal for this book look like? Identify the following:

- Research Question and Scope
- Intervention
- Primary Sources (types and select examples)
- Secondary Sources (types and select examples)

#### Project Discussion – Writing Groups

#### Week 3 – Visit Dana Library/Primary Sources/American Studies

We will have a one-hour presentation concerning the library's resources, both those that are physically located in the library stacks as well as those online, that will help you conduct your research. (If you have seen this presentation, you may meet us at 630 in our meeting room. Please use this time to work on your projects.)

#### Readings

- Benjamin Looker, *A Nation of Neighborhoods: Imagining Cities, Communities, and Democracy in Postwar America*

#### For Reading Discussion Questions

- Patricia Mooney-Melvin, "Review *A Nation of Neighborhoods*," *American Historical Review*

#### Week 4 – Working with Primary Sources

##### Reading

- *The Craft of Research*, 65-104

##### Due – Friday February 15<sup>th</sup>

- Draft Research Question and Primary Source List/Archive Identification/Prospective Title

##### Due – In class February 18<sup>th</sup>

- Written feedback on Draft Research Question and Primary Source List/Archive Identification/Prospective Title

Assignment Assistance: *The Craft of Research* – pp. 27-49

Project Discussion – Feedback/Analyzing Primary Sources/Creating an Archive/Writing Groups

#### Week 5 – Public History and Memory

##### Reading

- Marita Sturken, *Tourists of History: Memory, Kitsch, and Consumerism from Oklahoma City to Ground Zero*

##### For Reading Discussion Questions

- Kenneth E. Foote, "Review: *Tourists of History*," *Journal of American History*, Sept. 2008 Volume 95, Issue 2

##### Due – February 22<sup>nd</sup>

- Research Question, Etc. Revised
- Prospective Bibliography

Project Discussion – Feedback on Revisions and Prospective Bibliography

#### Week 6 – New Suburban History

##### Readings

- Kevin Kruse and Thomas Sugrue, eds., *The New Suburban History*
  - Kruse and Sugrue, "Introduction"

- Robert Self, “Prelude to the Tax Revolt: The Politics of the “Tax Dollar” in Postwar California”
- Michael Jones-Correa, “Reshaping the American Dream: Immigrants, Ethnic Minorities, and the Politics of the New Suburbs”

For Reading Discussion Questions

- Amanda Seligman, “Review: *The New Suburban History*,” *Pacific Historical Review* Vol. 76, Issue 4 (Nov. 2007)

Due – March 1st

- Annotated Bibliography

Due – March 4<sup>th</sup>

- Feedback on Annotated Bibliography

Project Discussion – Using Secondary Sources/Feedback on Annotated Bibs

### Week 7 – Sociology

Reading

Matthew Desmond, *Evicted: Poverty and Profit in the American City*

For Reading Discussion Questions

- Cody Hochstenbach, “Review of Matthew Desmond: *Evicted: Poverty and Profit in the American City*,” *Journal of Housing and the Built Environment* Volume 33, Issue 2 (June 2018)

Assignment Assistance: *The Craft of Research* – pp. 85-104

### SPRING BREAK – MARCH 17-24

### Week 8 – Environmental History

Reading

- Andrew Needham, *Power Lines: Phoenix and the Making of the Modern Southwest*

Due – March 25<sup>th</sup>

- Outline of *Power Lines*

Project Discussion – Outlining and Organization

### Week 9 – Comparative History

Reading

- Kate Brown, *Nuclear Families, Atomic Cities, and the Great Soviet and American Plutonium Disasters*

For Reading Discussion Questions

- Eugene P. Moehring, “Latino Ethnogenesis, Child Care, and the Federal Presence in the Urban West,” *Journal of Urban History* Vol 43, Issue 3 (2017)

### Week 10 – Outline Workshop/Implementing Feedback

Reading

- *The Craft of Research*, 177-189
- Anne Lamott, *Bird by Bird: On Writing and Life*, tbd

Due – April 5th

- Draft Outline with Thesis Statement and Intervention

Due – April 8th

- Writing Group Feedback on Outlines

Week 11 – From Outline to Draft

Reading

- *The Craft of Research*, 105-177

From the list below, choose and read a couple of the introductions of from these books and articles. Be prepared to discuss their structure and arguments in class so we can come to some big takeaways about how to write an effective intro and argument on a topic related to the urban environment. In addition, everyone should read Alison Lefkovitz’s article, “Men in the House: Race, Welfare, and the Regulation of Men’s Sexuality in the United States, 1961–1972,” as she will be joining us to discuss her work and answer questions.

- Elizabeth Brown, "Race, Urban Governance, and Crime Control: Creating Model Cities," *Law & Society Review*, Vol. 44, No. 3/4 (September/December 2010), 769-803.
- Nathan B. Connolly, *A World More Concrete: Real Estate and the Remaking of the Jim Crow South*, “Introduction”
- Lizabeth Cohen, "From Town Center to Shopping center: The Reconfiguration of Community Marketplaces in Postwar America" *American Historical Review*, Vol. 101, No. 4 (October 1996): 1050-1081.
- **Alison Lefkovitz, "Men in the House: Race, Welfare, and the Regulation of Men's Sexuality in the United States, 1961–1972," *Journal of the History of Sexuality*, Vol. 20, No. 3, INTERSECTIONS OF RACE AND SEXUALITY (SEPTEMBER 2011), pp. 594-614.**
- Martin Meeker, "The Queerly Disadvantaged and the Making of San Francisco's War on Poverty, 1964-1967" *Pacific Historical Review*, Vol. 81, No. 1 (February 2012): 21-59.
- Louise Mozingo, *Pastoral Capitalism: A History of Suburban Corporate Landscapes* (Cambridge: MIT Press, 2012), 1-17.
- Stephanie Ricker Schulte, "The WarGames Scenario: Regulating Teenagers and Teenage Technology," *Television and New Media*, Vol. 9, No. 6 (November 2008), 487-513.
- Thomas Sugrue, *The Origins of the Urban Crisis*, “Introduction”
- Gayle Wald, "Black Music and Black Freedom in Sound and Space," *American Quarterly*, Vol. 63, No. 3, Sound Clash: Listening to American Studies (September 2011), pp. 673-696.
- Robert Weible, "Visions and Reality: Reconsidering the Creation and Development of Lowell's National Park, 1966–1992," *The Public Historian*, Vol. 33, No. 2 (Spring 2011), pp. 67-93.

Due – April 12th

- Revised Outline, Thesis Statement, and Intervention

Due – April 15th

- Writing Group Feedback

Week 12 – Drafting Workshop

Reading

- *The Craft of Research*, 232-248

Due – April 19th

- Draft Introduction and Conclusion

Due – April 22<sup>nd</sup>

- Writing Group Feedback

Week 13 – Drafting Workshop II

Due – April 26<sup>th</sup>

- Full Draft

Due – April 29th

- Writing Group Feedback

Week 14 – Big Takeaways/Final Revisions and Feedback Session

Due – May 3<sup>rd</sup>

- Revised Full Draft

Reading

- Matthew Klinger, “Introduction: Making Places, Shaping Cities—Narrating Spatial History in Three American Cities,” *Journal of Urban History* Vol. 44, Issue 4 (February 2018)

FINAL DRAFT DUE – MAY 16<sup>TH</sup>

## **ASSIGNMENTS**

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Reading Questions Assignment

As a group or as individuals, you should upload no more than 4 total questions for your group.

Each questions should in some way address at least one of the following areas:

- Methodology – How does this person go about doing their research and analyzing their evidence?
- Argument – What essential things does the author say using that methodology?
- Intervention – What field(s) of study is the author contributing to and how are they doing so?
- Organization – How does the author go about organizing their evidence and analysis? Why do they do it this way?
- Evidence – What primary sources does this author choose? Why? How are they analyzed?
- Strengths and Critiques – What was effectively done and why? What could have been done differently/better and why?
- Lingering questions – Are there things that remain unanswered or unaddressed? If so, why should they have been?

Each group will also be responsible for starting the wrap-up of our discussion by introducing their “big takeaways.” These do not need to be posted, just introduced in discussion.

- What things in terms of content and/or methodology do we understand better?
- What did this author do that can help us do our own research and writing?

HIST640 – The Urban Environment

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Spring 2019

Reverse Engineering Assignment

### Purpose

All historical research projects begin with a question. Soon, a researcher ascertains what they want to know, during what time in history they want to know it, and how they want to know it—the sources that will appropriately address that question. The point of this assignment is to help you think how to create a research proposal by reverse engineering a fully finished scholarly monograph.

### Assignment

What would a research proposal for this book look like? How did this researcher start?

In completing the assignment, you will identify the following:



- Research Question and Scope
  - What essential thing or things did the author attempt to know, understand or investigate?
  - What time period did they cover? Why?
- Intervention
  - What is the scholarly field of study of this book?
  - What is the author contributing to that field that is new or different?
    - For example:
      - Are they building on an existing argument to make it more complex, inclusive, etc.?
      - Are they reinterpreting well-known sources or reconsidering an established historical argument?
- Primary Sources (types and select examples)
  - What sources are they interpreting?
  - How do these sources address the research questions?
- Secondary Sources (types and select examples)
  - What sources are highlighted?
  - How are they used?

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 Annotated Bibliography

The purpose of the annotated bibliography is to identify, analyze, and make use of key secondary sources for your project. At this point, the bibliography need not be exhaustive. It should, though, contain identification and useful commentary on the works you see as key to completing your project whether they be models for doing your work, secondary sources to help set the broader historical context, delineate the fields of intervention, or works that speak directly to your primary source material. Ultimately, this document should be a useful reference as you write so you don't have to laboriously search for important information.

For those of you who will be completing field exams, this is also an opportunity to begin reading in those fields. So, your work will be both to facilitate your project and to familiarize yourself with key works in preparation for your exams.

For each monograph or journal article you identify, please do the following in whatever format works best for you, though you should keep it as short as possible. Bolded items may always be necessary in completing your project but may be useful for exam prep.

- Bibliographic entry (You can also do this in note form so you can easily cut and paste. Please use Chicago Style/Turabian)
- Field or fields
- Intervention and argument with page # references
- Relationship to your work
- **Summary of primary source evidence**
- **Key questions and critiques**

- Marking quotes, sections, and chapters and how they will be useful to your project (page numbers, again, will be useful to note)

Useful links

- [https://sites.umuc.edu/library/libhow/bibliography\\_tutorial.cfm](https://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm)
- <https://guides.library.cornell.edu/annotatedbibliography>

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**Paper Feedback Checklist**

I. Title

- Reflects content of the paper/Prepares the reader for what follows \_\_\_\_\_
- >15 words \_\_\_\_\_

II. Introduction and Argument

- Plainly sets the reader in place and time \_\_\_\_\_
- Articulates a clear argument based on primary source research \_\_\_\_\_
- Addresses relevant counter-arguments \_\_\_\_\_
- Specifies audience and intervention \_\_\_\_\_
- Lays out the logic and organization of the body of the paper \_\_\_\_\_
- Defines key terms \_\_\_\_\_

III. Organization

- Paragraphs and sections arranged to clearly support the argument \_\_\_\_\_
- Clear and logical transitions between paragraphs and sections \_\_\_\_\_

IV. Evidence and Analysis

- Sufficiently contextualizes primary source evidence \_\_\_\_\_
- Marshals enough evidence to make the argument \_\_\_\_\_
- Too much description/Not enough analysis \_\_\_\_\_
  - Telling what something was rather than what it tells us/how it supports the argument
- Analysis connects the evidence to the argument \_\_\_\_\_

- Analysis is clear and compelling in making the argument \_\_\_\_\_
- V. Grammar, Spelling, and Citations
- Proper use of verb tenses \_\_\_\_\_
- No spelling errors \_\_\_\_\_
- Proper use of commas, semicolons, and quotation marks \_\_\_\_\_
- Proper citation/No uncited primary or secondary material \_\_\_\_\_
- Limited use of passive voice \_\_\_\_\_

Use this page to identify specific instances, paragraphs, and pages that need to be addressed. It need not be exhaustive but whatever you highlight should help the writer to address your critique.

I. Title

II. Introduction and Argument

III. Organization

IV. Evidence and Analysis

V. Grammar, Spelling, and Citations

Qualitative Feedback – This section is an opportunity to give overall, summative assessment. Be as specific as you can without getting lost in minutiae!

Strengths – What is effective in making and supporting the argument? This can be the structure, analysis of evidence, deployment of secondary sources, use of a narrative device, defining terms etc.

Needs Improvement – What could be done to more effectively to make and support the argument? This can be the structure, analysis of evidence, deployment of secondary sources, use of a narrative device, defining terms etc.