



HIST 457.01E (#83736)

**Themes in US History: Metropolitan America
Course Syllabus: Fall 2019**

Location and Time: M/W/F 2:00 – 2:50 PM, Ferguson SS 141

Instructor: Dr. Andrew C. Baker

Office Location: Ferguson 106

Office Hours: MWF 11-12 PM, MF 3-5 PM and by appointment.

Office Phone: 903-468-8742

University Email Address: Andrew.Baker@tamuc.edu

COURSE INFORMATION

Required Materials:

Mike Davis, *Ecology of Fear: Los Angeles and the Imagination of Disaster* (Metropolitan Books, 1998), any edition

Erik Larson, *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America* (Vintage, 2003)

Edward H. Miller, *Nut Country: Right-Wing Dallas and the Birth of the Southern Strategy* (Chicago, 2015)

Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton, 1996), any edition

American Yawp (<http://www.americanyawp.com/>) – Free, Online, Course Textbook

Other materials available through the D2L site and/or Gee Library

Course Description:

Catalog: A study of themes which influenced all human history in what is now the United States ranging from pre-Columbian periods to the present, considered within the context of a comparative framework. Such themes as the impact of technological change on society, enfranchisement and civil rights, the development of means of economic exchange and the structure of religious and ideological systems may be examined. May be repeated as topic changes. Prerequisites: Non-majors may enroll with consent of department.

This Course: The United States population became a majority urban nation by 1920. It was majority suburban by 1970. These broad shifts are part of a larger national history of urbanization and suburbanization that shaped the way the nation confronted questions of race, gender, economics, schooling, national defense, and a host of other issues that faced the nation between the 1890s and 1990s. In this course we will examine four metropolitan areas over this period (Chicago, Detroit, Dallas, Los Angeles) using them as case studies in American metropolitan history.

Student Learning Outcomes:

1. Student will identify and analyze primary sources
2. Student will demonstrate an understanding of the variety of historical interpretations of a given topic

3. Student will identify multiple forms of historical causation
4. Student will provide source citations in proper Turabian format

Grade Breakdown:

A = 89.5-100
 B = 79.5-89.4
 C = 69.5-79.4
 D = 59.5-69.4
 F = 0-59.4

Assessment

Book Reviews	300 (50 x 4)
Tests	150 (75/100)
Lessons	225 (75 x 3)
Posts	160 (20x8)
Tasby	60
Participation	<u>105</u>
Total	1000

Course Assignments

Online Discussions

Students are responsible for posting on the D2L course discussion forums as indicated in the syllabus. For each post students must include at least 300 words responding to the prompt using proper formatting and style appropriate to academic writing. Since D2L does not support Turabian footnotes, citations should be provided in parenthetical form with full Turabian bibliography following the post (this does not contribute to the word count). These posts should draw on course readings and materials. While the posts should reflect polished and professional style, they may express student confusion and frustration, so long as this comes out of genuine engagement with and an attempt to understand course materials. Students are encouraged to reply and respond to their colleagues. All posts are **due by class time** on the day indicated.

Tests

Each of the two tests for this course will be take-home, essay tests that will require students to use materials and readings covered in the course to prepare a type-written, double-spaced response to a particular question. No outside sources (web, library, etc.) may be used. Your second test will require you to revisit and revise their answer to the question of the first test in a way that incorporates the additional material covered, instructor feedback, and the student's developing understanding of course themes. The first submission should be 4-5 pages. The second should be 9-10 pages. See the guide on D2L for more information.

Book Reviews

Each student will be responsible for writing and bringing to class a hard copy of a 1000 word book review for each of the four books indicated in the syllabus. This review should summarize the book's argument and critically engage with its content in light of course discussions and materials. Your writing should be clear, concise, concrete, and bold. See the book review guide on D2L for more details.

Lessons

Over the course of the semester each student will create materials to teach three mini-lessons (30 minutes) covering the three major urban riots of the period (Chicago 1919, Detroit 1967, LA 1992).

Each student must prepare and submit the following as a post to D2L 24 hours before class:

- A script for an opening introduction to the event that sets the context, connects to previous material, and gets student's attention. You will record a video of yourself presenting this for upload to D2L and peer review.

- Notes for no more than ten minutes of lecture that will establish the who, what, when, where, why, and how of the event.
- A quotation from a primary source document (no more than 50 words) and 2-3 questions you would use to help students understand the quotation and its connections to the event.
- An image from the period and 2-3 questions you would use to help students understand the image and its connections to the event.
- A brief statement of the connections you would make between this event and larger course themes (significance)
- A bibliography including all sources you consulted

Each student will be responsible for reviewing all of the material contained in two student's posts (as assigned) and providing at least 200 words of peer review via D2L. We will further discuss student lesson plans during class time.

Tasby Assignment

For this assignment, students will be divided into three groups, with each being responsible for examining and interpreting documents related to the *Tasby v. Estes* case available through the SMU Underwood Law Library. Group members are responsible for dividing the work among themselves and providing selections and interpretations for their classmates through the course D2L site. Groups should use the material from the Behnken and McCorkle articles to contextualize their documents. Ultimately each group must write a brief statement (500 words) in the form of a brief in the *Tasby v. Estes* case advising the judge on what they believe to be the best solution to the continued segregation of Dallas ISD in light of the historical materials uncovered in the class. Your paper may be anachronistic, drawing on materials from both before and after the 1970 decision to make your case. This brief should follow standard departmental formatting and citation requirements.

Course Policies

Classroom Participation

Students are expected to contribute to classroom discussions. Thoughtful participation means more than talking frequently, although this is encouraged. It means demonstrating both a knowledge of and a willingness to think critically about the assigned readings. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate. Students must remain a respect for their colleagues at all times.

Technology

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

Some course materials will be posted to the course website, managed through Pearson LearningStudio. To get started with the course, go to [myLeo](#). <http://www.tamuc.edu/myleo.aspx>

Academic Dishonesty and Plagiarism

Do not engage in any of the following:

- Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes self-plagiarism, which

- occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
 - Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

Going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct may be reported to university administration for violating the academic honesty requirements in the student handbook. They will also result in failure of the assignment in question and possibly for the course.

Electronic Devices

Students are permitted to bring laptop computers to class for the purpose of note taking. Students are NOT permitted, however, to check e-mail, use the internet, complete other assignments, update Facebook profiles, or use their computer or cell phone for any purpose other than taking notes unless expressly instructed to by the professor. Please silence your phones when you arrive each day.

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address (Andrew.Baker@tamuc.edu). I check my email regularly between 8 am and 5 pm Monday – Saturday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

Attendance

Regular attendance is vital so success in the course. Each unexcused absence after the fourth will result in a loss of 30 points from a student's participation grade. Only medical and family emergencies and university approved absences will be excused. Normal sickness does not qualify as an emergency. Students are expected to obtain class notes from fellow students when absent. Students who show up more than five minutes late to class will be considered absent for that day.

Make-up Work

Make-up tests will only be offered in the case of a documented medical or family emergency or an unexpected, university approved absence. Students who anticipate university-approved absences must meet with me before the scheduled exam period to make arrangements to take it at an alternate date. Late papers will be assessed at one letter grade penalty per 24 hour period up to half credit.

Syllabus Changes

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu
Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Schedule

<p>Week 1 August 26 August 28 August 30</p>	<p>Course Intro Chicago to 1893 Touring Chicago Read: Chicago Primary Sources on D2L Post: Touring Chicago</p>	<p>Week 6 September 30 October 2 October 4</p>	<p>Sugrue Discussion III Read: Sugrue, ch. 7-9 Liberalism and the Urban Crisis The Urban Crisis Due: Sugrue Review</p>
<p>Week 2 September 2 September 4 September 6</p>	<p>Larson Discussion Read: Larson 1-183 Visiting the Fair sign up City and Countryside in America Visiting the Fair Post: Visiting the Fair</p>	<p>Week 7 October 7 October 9 October 11</p>	<p>Race and Religion Read: Darren Dochuk, "Praying for a Wicked City" Post: Religion and White Flight Lesson: Detroit, 1967 Presentations Detroit in Ruins Read: Greg Grandin, "Empire's Ruins" [D2L] Post: Detroit in Ruins</p>
<p>Week 3 September 9 September 11 September 13</p>	<p>Larson Discussion Read: Larson 184-336 Larson Discussion Due: Larson Review Lesson: Chicago, 1919 Planning Day</p>	<p>Week 8 October 14 October 16 October 18</p>	<p>Final Paper 1.0 due Sunbelt Read: Miller, ch. 1 Miller Discussion I Read: Miller, ch. 2-3</p>
<p>Week 4 September 16 September 18 September 20</p>	<p>Lesson: Chicago, 1919 Presentations Ford and Fordism in Detroit Liberalism (1932-1963)</p>	<p>Week 9 October 21</p>	<p>Race in Dallas Read: Brian D. Behnken, "The 'Dallas Way': Protest, Response, and the Civil Rights Experience in Big D and Beyond," <i>Southwestern Historical Quarterly</i> 111 (July, 2007), 1-29. Read: Miller, ch. 4</p>
<p>Week 5 September 23 September 25 September 27</p>	<p>Sugrue Discussion I Read: Sugrue, Intro and ch. 1-3 Subsidizing suburbia Sugrue Discussion II Read: Sugrue, ch. 4-6</p>	<p>October 23 October 25</p>	<p>Desegregating Dallas Watch: Dallas at the Crossroads Miller Discussion II Due: Miller Review</p>

Week 10		Week 13	
October 28	Busing in Dallas	November 18	Lesson: Los Angeles, 1992
	Read: Gerald McCorkle,	November 20	Fear in Modern US History
	"Busing Comes to Dallas		Read: May, "Security
	Schools," <i>Southwestern</i>		against Democracy"
	<i>Historical Quarterly</i> 111		Post: Freedom from Fear?
	(January 2008), 305-33	November 22	Fear in LA
	Post: Busing and Integration		Read: Davis, ch. 7
October 30	<i>Tasby</i> Research Day		LA in Film signup
November 1	<i>Tasby</i> Research Day		
		Week 14	
Week 11		November 25	Mike Davis and the
November 4	<i>Tasby</i> Presentations		Historian's Craft
			Due: Davis Review
November 6	LA 1945-1993	November 27	No Class
November 8	LA and Disaster	November 29	No Class
	Read: Davis, ch. 1		
		Week 15	
Week 12		December 2	LA in Film Project
November 11	LA and Sprawl		Post: LA in Film
	Read: Davis, ch. 2	December 4	The Next City?
November 13	LA on Fire	December 6	Catch-up Day
	Read: Davis, ch. 3		
November 15	Wild LA		
	Read: Davis, Chapter 5		
		Final Paper 2.0: due 1:15 PM, Monday,	
		December 9	