

THIS SYLLABUS IS NOT FINAL

GGR336H1F: Urban Historical Geography of North America

Fall 2019

Class Time: Thursdays, 2:00 – 4:00 pm

Location: Sidney Smith Hall (SS) 1083

Office Hours: Thursdays, 12:00 – 1:00 pm; 4:00 – 5:00 pm; by appointment

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About the Course:

Today, more than 80% of Americans and Canadians live in cities. From Winnipeg or Miami to Los Angeles or Toronto, cities have been pivotal sites of social, economic, political, and cultural change since the beginning of European-settler colonialism in North America. From the spaces we live in (suburbs or downtowns), to how we relax (baseball or cafes), to where we work (factories or office towers), the geography of North American cities has its roots in the historical social, economic, political, and cultural changes that occurred from the 1850s onward.

In this course, we examine the historical social, economic, political, and cultural geographies of American and Canadian cities. This will involve an examination of how the larger processes of capitalism, industrialization, immigration, reform, planning, and urban development shaped, and were shaped by, cities and the people living, working, and governing there. In particular, this course will examine four key sets of linked aspects of cities: what their built form looked like, what life was like for different classes of people from a variety of national, ethnic, religious, and racial backgrounds, and how these people shaped the city through urban reform and governance, capitalist exchange and investment, conflict, and the creation of distinct cultural practices.

Course Format:

Classes will include different learning activities such as lectures, video and audio clips, and in-class and online discussions. Students are expected to attend class and participate in in-class activities and conversations. As well, students are expected to take part in discussions and quizzes via Quercus. To do this, students will need to read the weekly course readings.

Learning Objectives:

1. Describe the patterns of urban change in North American Cities from 1850 to 1950
2. Identify the relationship between historical social, economic, political, and cultural processes and the on-the-ground shape of cities and the lives lived there
3. Understand how theories of *place*, *class*, *gender*, *race*, and *colonialism* explain the phenomena that occurred in North American cities and their relationship to larger processes
4. Interpret the social, economic, political, and cultural geographies of North American cities

Skill Outcomes:

1. Critical reading of scholarly sources
2. Ability to apply theory to material phenomena
3. Conduct primary and secondary research and source evaluation

Course Assessments:

1. Participation (10%)

Being involved with the course material helps us all learn better. To this end, I will be asking you to take part in both on-line and in-class discussions between myself, the TA, and your fellow students. Participation marks will be assessed based on short in-class activities (i.e. tickets out the door, Kahoot quizzes), and brief on-line discussion activities via Quercus at various points during the term.

2. Quizzes (10%)

One of the best ways to retain knowledge is to test and use that knowledge regularly. You must complete five online quizzes during Week 2-11. Each quiz will consist of several true/false, fill in the blank or short answer questions that deal with the course readings or lectures. Each quiz is worth 2 points. Quizzes will be available for 48 hours following lecture, via Quercus.

3. Assignment 1 (5%)

Assignment 1 is the first component of your final essay paper. It is meant to get you thinking about how best to express your research question. In this assignment you are to write a research question draft of no more than 250-words. You will then be responsible for evaluating one of your peers' research question draft. Assessment will be based on participation.

4. Assignment 2 (20%)

Based on your research question you wrote for Assignment 1, and the feedback you received from the TA and your peers, this assignment asks you to expand on and evaluate this question and develop a formal research proposal. This proposal will be 1,200 – 1,500 words and will lay out the specifics of your research question, how it relates to the course themes, and how you plan to pursue this research. It will also require you to write a short annotated bibliography.

5. Assignment 3 (25%)

Assignment 3 lets you use the skills and material you established in the previous assignments to produce a research paper, between 1,500 – 1,700 words. You are required to build upon the research question, plan, and annotated bibliography from Assignments 1 and 2, as well as use additional sources to make an argument. This will require you to have a clearly thought out research question and thesis statement.

5. Final Exam (30%)

The final exam will ask students to demonstrate their knowledge of urban historical geographies of North America, including explaining key concepts from the class lectures and readings and analyzing examples. The exam will include fill-in-the-blank, short answer, and long answer questions.

Course Policies:

Class conduct

This class is meant to be an opportunity for us all to learn and discuss the issues around urban historical geography together. My responsibility is to provide you with a classroom environment and course structure that enables us to do so. Your responsibility is to be active, engaged, and respectful participants in this.

We will deal with subjects that may be difficult to deal with or strike close to your own life experiences. To foster an environment where we can all learn and participate, I ask that we maintain an atmosphere of respect and civility. This means that talking over people, shouting, or interrupting has no place in this classroom. Language that is violent or discriminatory will not be tolerated. I welcome your questions, comments, and opinions during class and on the discussion board. Hearing from you is an important part of the learning experience, for me and your classmates as well. If you have issues with something that has occurred in class, I encourage you to come and speak to me.

Quercus

All course material will be disseminated via Quercus. If you are unable to use Quercus, please let me know. If you are unsure how certain aspects of Quercus work, let me know ASAP. You are responsible for checking Quercus, including the announcements, your inbox, and discussion boards on a regular basis.

Attendance

It is important that you come to lecture, pay attention to the material presented in class, and participate in class discussions. Please come to the class prepared by reading the course materials and the discussion board for the week. I will be posting lecture slides each week, but these are not comprehensive. If you miss class for whatever reason, I suggest asking a colleague to exchange notes with you.

Readings

Readings must be completed before each class. These are fundamental to the learning process and will serve at the centre of class discussions and lectures. All the readings will be available via Quercus.

Assignment Submission

Assignments are to be submitted on-line via Quercus by 11:59 pm of date the assignment is due. Assignments should be in 12pt, Times New Roman font, double spaced, with 1 inch (2.54cm) margins. Page numbers should appear at the bottom of the page.

Late Policy

There is a 5% late deduction for every day that assignments are late. Weekends will count as two days. Assignments will be accepted up to one week (7 days) after the due date. Extensions within this 7 day period will be granted, but you must contact me to arrange the extension. Extensions after the 7 day period will be assessed on a case-by-case basis.

E-mail and Contact policy

I will ask you to post general questions about the assignments/course materials to the discussion board's "Question Section" where I will answer them within 1 business day. For longer and more specific questions, you must come to my office hours (held weekly on Thursday), or arrange to meet with me at another time that is convenient for both of us. I will aim to respond to e-mail within 1 business day. However, I will not respond to e-mails over the weekend, on holidays, before 9 am or after 5 pm. E-mail should be kept to one or two lines at most, anything more should be dealt with in office hours or in class. The same contact policy applies to the TA as well.

Audio Recordings

You must request permission prior to making audio recordings of the lecture. These recordings, if permission is granted, are for personal use only. No photographs or video recordings are permitted.

Accessibility

I take a proactive approach to accessibility and will make every effort to provide course materials and in-class lectures in formats which are accessible. If you require any sort of accommodation you may either approach me directly, or contact the Accessibility Office via their website: <http://www.accessibility.utoronto.ca/>.

Names and gender identities

If you would like to use a name or a pronoun that differs from your official university records, I am happy to accommodate that. Please let me know if this is the case.

Children in class

All babies in arms are welcome in class as often as is necessary to support the breastfeeding and bonding relationship. I never want students to feel like they have to choose between feeding or bonding with their infant and continuing their education. You and your baby in arms are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

Academic integrity

Committing plagiarism is an academic offence, therefore, it is your responsibility to ensure that you are submitting work that is original, has not been submitted for credit before, and is well cited. It is your responsibility to ensure that you are following these rules: <http://life.utoronto.ca/get-smarter/academic-honesty/>

Course Schedule and Readings:

Week	Subject	Assignments and Quizzes	Readings
1 (5 Sep)	<i>Introduction to the Class</i>		
2 (12 Sep)	<i>Cities and Settler Colonialism</i>	Quiz 1	Edmonds (2010) McCoy (1874)
3 (19 Sep)	<i>Industrial City I: New Work, New Working Spaces</i>	Assignment 1: Handed Out	Lewis (2008) Hine (1909)
4 (26 Sep)	<i>Industrial City II: The Immigrant Experience</i>	Assignment 1: Due Quiz 2	Zucchi (1998) Cohen (1918)
5 (3 Oct)	<i>Industrial City III: Class, Labour, and Conflict</i>	Assignment 2: Handed Out	Bradbury (1993) Winnipeg Tribune (1919)
6 (10 Oct)	<i>Cleaning Up the City: Progressive Era and Reform</i>	Quiz 3	Melosi (2008) <i>The Globe</i>
7 (17 Oct)	<i>Corporate City: Downtown and Uptown</i>	Assignment 2: Due	Boyer (2003) Domosh (1997) TBA
8 (24 Oct)	<i>Housing and Planning in the Metropolis</i>	Quiz 4	Harris (1996) TBA
9 (31 Oct)	<i>New Racialized Spaces</i>		Anderson (1991) TBA
<i>Reading Week</i>			
10 (14 Nov)	<i>Urban Freedom and New Urban Cultures</i>	Quiz 5	Meyerowitz (1988) TBA
11 (21 Nov)	<i>Planning the Post-War City</i>	Assignment 3: Due	Needham (2014) TBA
13 (28 Nov)	<i>Wrap-Up and Review</i>		

Reading List

Week 2: North American Cities and Settler Colonialism

Edmonds, Penelope. 2010. "Unpacking Settler Colonialism's Urban Strategies: Indigenous Peoples in Victoria, British Columbia, and the Transition to a Settler-Colonial City." *Urban History Review* 38(2): pp. 4-20.

McCoy, Joseph. (1874). *Historic Sketches of the Cattle Trade of the West and Southwest*. Kansas City: Ramsey, Millett & Hudson: pp.270-276.

Week 3: Industrial City I: Work and Spaces of Work

Lewis, Robert. (2008). "Four Factory Districts, 1860-1940," in *Chicago Made: Factory Networks in the Industrial Metropolis*. Chicago: University of Chicago Press: pp.69-89.

Hine, Lewis W. (1909). "Child Labour in the Canning Industry of Maryland."

Week 4: Industrial City II: Immigration, Ethnicity, and Religion

Zucchi, John. (1998). "Settlement," in *Italians in Toronto: Development of a National Identity, 1875-1935*. McGill-Queen's University Press: pp. 34-67

Cohen, Rose. (1918). Excerpt from *Out of the Shadow*. New York: George H. Doran Company.

Week 5: Industrial City III: Class, Labour, and Conflict

Bradbury, Bettina. (1993). "Managing and Stretching Wages: the Work of Wives," in *Working Families: Age, Gender, and Daily Survival in Industrializing Montreal*. Toronto: University of Toronto Press: pp.152-181.

"Front Page." (1919). *Winnipeg Evening Tribune*.

Week 6: Cleaning Up the City: Progressive Era and Reform

Melosi, Martin V. (2008). "Excerpt from: The Bacteriological Revolution, 1880-1920," in *The Sanitary City: Environmental Services in Urban America from Colonial Times to the Present*, Pittsburgh: University of Pittsburgh Press: pp. 71-97.

(October 12, 1910). "Would Clean up the Slums and Give the City Pure Milk." *The Globe*.

(March 22, 1880). "The City Milk Supply." *The Globe*.

Week 7: Corporate City: Downtown and Uptown

Boyer, Kate. (2003). "Miss Remington Goes to Work: Gender, Space, and Technology at the Dawn of the Information Age." *The Professional Geographer* 56(2): 201-212.

Domosh, Mona. (1987). "Imagining New York's First Skyscrapers, 1875-1910." *Journal of Historical Geography* 13(3): 233-248.

Primary Source, TBA.

Week 8: Housing and Planning in the Metropolis

Harris, Richard. (1996). "A City of Homes," in *Unplanned Suburbs: Toronto's American Tragedy, 1900 to 1950*. Baltimore: Johns Hopkins University Press: pp 86-108

Primary Source, TBA

Week 9: New Racialized Spaces

Anderson, Kay. (1991). "Constructing Race through Place and Practice," in *Vancouver's Chinatown: Racial Discourse in Canada, 1875-1980*. Montreal: McGill-Queen's University Press: pp73-105.

Primary Source, TBA.

Week 10: Urban Freedom and New Urban Cultures

Meyerowitz, Joan. (1988). "Friends to Help Them," in *Women Adrift: Independent Wage Earners in Chicago*. Chicago: University of Chicago Press: pp. 92-116

Primary Source, TBA.

Week 11: Planning the Post-War City

Needham, Andrew. (2014). "The Valley of the Sun," in *Power Lines: Phoenix and the Making of the Modern Southwest*. Princeton: Princeton University Press, pp. 61-94.

Primary Source, TBA.