

# GGR336H1F

## Urban Historical Geography of North America

University of Toronto, Fall 2020

Thursdays, 1:00pm - 3:00pm

Online

### Instructor

Instructor Name: Nick Lombardo, PhD

Instructor Email: [nick.lombardo@utoronto.ca](mailto:nick.lombardo@utoronto.ca)

Office Hours by Zoom: Thursdays, 10:00am - 11:00am; 3:00pm - 4:00pm

### Teaching Assistants

Kiley Goyette - [kiley.goyette@mail.utoronto.ca](mailto:kiley.goyette@mail.utoronto.ca)

### Course Description

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 Canada and the United States. 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: (1) what their built form looked like; (2) what life was like for different classes of people from a variety of national, ethnic, religious, and racial backgrounds; (3) how these people shaped the city through urban reform and governance, exchange and investment, conflict; and (4) the creation of distinct cultural practices.

### Learning Outcomes

1. Describe the patterns of urban change in Canadian and 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 Organization

### Access to Course Materials & Readings

All course materials and readings will be available via Quercus

### Submissions

Assignments will be submitted electronically, via Quercus

## Assignments and Evaluation

### Key Dates

1. Quiz 1	2%	21 September 2020
2. Quiz 2	2%	28 September 2020
3. Assignment 1: Research Question	5%	01 October 2020
4. Quiz 3	2%	19 October 2020
5. Quiz 4	2%	02 November 2020
6. Assignment 2: Annotated Bibliography	20%	05 November 2020
7. Quiz 5	2%	23 November 2020
8. Assignment 3: Research Essay	30%	03 December 2020
9. Final Assessment	25%	13 December 2020

## Assessment Details

### 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 on-line discussions between myself, the TA, and your fellow students. Participation marks will be assessed based on participation in short synchronous and asynchronous activities (i.e. tickets out the door, think-pair-shares) at various points during the term.

### Quizzes

#### Miscellaneous Dates - 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 until the Monday following lecture, via Quercus.

### Assignment 1 – Research Question

01 October 2020 - 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 100-words. You will then be responsible for evaluating one of your peers' research question drafts. Assessment will be based on participation.

### Assignment 2 - Annotated Bibliography

05 November 2020 - 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.

### Assignment 3 - Research Paper

03 December 2020 - 30%

Assignment 3 lets you use the skills and material you established in the previous assignments to produce a research paper, between 1,700 – 2,000 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.

### Final Assessment

11-22 December 2020 - 25%

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 short answer and essay questions. It will be a take home, open book exam.

## Course Schedule

### Week 1 – 10 September

Introduction to the Class

*No Readings*

### Week 2 – 17 September

Cities and Settler Colonialism

*Readings:*

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.270-282

### Week 3 - 24 September

New Work, New Working Spaces

*Readings:*

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 - 1 October

The Immigrant Experience

*Readings:*

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 - 8 October

Class, Labour, and Conflict

*Readings:*

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 - 15 October

Sickness and the City

*Readings:*

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*.

Favell, A.L. (1914). "Town Planning and Its Influence Upon Public Health." *The Public Health Journal*, 5(6): pp.382-384.

#### Week 7 - 22 October

Housing and Planning in the Metropolis

*Readings:*

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

San Francisco City Planning Commission (1947). *New City: San Francisco Redeveloped*

#### Week 8 - 29 October

Racial Geographies

*Readings:*

Sugrue, Thomas (2018). "The Black Freedom Struggle in the Urban North." *Oxford Research Encyclopedia of American History*.

Vitcek, Norris. (1962). "Confessions of a Block-Buster." *The Saturday Evening Post*.

## Week 9 - 5 November

### Gender and Culture in the City

#### *Readings:*

- Meyerowitz, Joan. (1988). "Friends to Help Them," in *Women Adrift: Independent Wage Earners in Chicago*. Chicago: University of Chicago Press: pp. 92-116
- Locke, Alain. (1925). "Harlem." *The Survey*: pp.629-30.

## Week 10 - 19 November

### The Corporate City

#### *Readings:*

- 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.

## Week 11 - 26 November

### Planning the Post-War City

#### *Readings:*

- 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.
- City of Los Angeles (1970). *Concept Los Angeles*.

## Week 12 - 3 December

### Wrap-Up and Review

#### *No Readings*

## Course Policies & Expectations

Describe course policies. (The sub-headings below are suggestions for what you may want to include or adapt. If you keep the sub-headings, maintain the same heading size, that is [Heading 2](#))

### Class conduct

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

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. We will deal with subjects that may be difficult to deal with or strike close to your own life experiences. 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

Lectures will be online and synchronous, but recordings will be available for those unable to participate in the class synchronously. As well, participation will be available during lecture, or for those unable to attend synchronously, in an alternative format as well. Please attend lectures prepared by reading the course materials for the week. I will be posting lecture slides and recorded lectures each week. However, participating synchronously with live lectures is the best way to get a chance to directly interact with me and your fellow students.

## 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.

## Submission

Assignments are to be submitted on-line via Quercus by 11:59 pm Toronto time of date the assignment is due (all Thursdays). 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 an automatic grace period of 3 days (i.e. assignments can be handed in up until 11:59PM the Sunday following the assignment due date, without a deduction of point. After that, it is 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 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 regularly scheduled online office hours 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.

## 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 on Zoom

Children of all ages are welcome to sit in on any aspect of this course on Zoom. I understand that we are all juggling difficult care responsibilities. All babies in arms are welcome on Zoom 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.

### 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/>