

## ICSS 306 M01: Modern New York

### 1. Course Outline

Course Code:	ICSS 306 M01
Course Name:	Modern New York
Course Prerequisites:	Completion of Foundation Series
Credits Hours:	Three (3) US credit hours
Contact Hours:	45 face-to-face contact hours (plus independent study)

### 2. Catalog Course Description

This seminar course considers the ways in which New York has been rebuilt and redefined by people and institutions since the late nineteenth century. Topics include: Wall Street and trusts; Gilded Age politics; water, parks, and mass transportation; apartment houses, tenements, and housing reform; class warfare and the labour movement; fine arts and popular amusements; national mass culture and the 1920s boom; Depression and Fiorello La Guardia; Robert Moses and urban renewal; suburbanisation; the urban crisis; the new immigrants; globalisation and post-industrial reform.

### 3. Course Goals and Introduction

New York City is an urban region in constant flux. Changes can be so sweeping that people and places once considered essential to New York's identity come to be remembered, if at all, only by an older generation. This "creative destruction" and constant renewal of New York is the subject of much scholarship as well as this history seminar. We will examine the modern history of the city by looking in detail at the main people, places and trends in New York from the late nineteenth century to the present.

By the end of the course you will come to understand some of the big picture cycles of history in the city: how New York dominated its region and the nation in the late nineteenth and early twentieth century; lost much of its status and industry by the 1970s; and then reasserted its national dominance as global service hub in the late twentieth century. As an interdisciplinary seminar, Modern New York challenges you to consider both the historical aspects of New York's modern history (the people, institutions, social patterns, etc.) and the physical and cultural landscape of the city. We will examine the planning and architectural characteristics that have allowed New York to thrive during the past century including skyscrapers, subways, airports, and public infrastructure. At different points in the course, we will also consider cultural responses to urban change. You will read essays and watch films that show how people responded to the metropolis that surrounded them.

### 4. Learning Outcomes and Instruments of Assessment

In this seminar, the history of New York will be used to introduce students to contrasting values, politics, and social conditions of the city across time and space. Upon successful completion of the course, students will be able to:

1. Explain contemporary methodology and subject matter in New York history (Core Learning Outcomes: critical thinking)
2. Analyze the various historical (social, political, economic and cultural) factors that have created modern New York as we know it today (Core Learning Outcomes: critical thinking; interdisciplinary; global perspective)
3. Analyze the major periods in New York history: the growth of the city as a national financial, cultural, and industrial center: reform and growth of infrastructure; the 1920s boom; the impact of La Guardia and Robert Moses on New York; postwar suburbanization; the urban crisis, new immigration, and financial renaissance of New York (global perspective, critical thinking, interdisciplinary, ethical/moral civic engagement)
4. Locate historical materials and conduct research in primary (original) documents; use secondary documents to provide a larger context. (critical thinking, literacy)
5. Analyze selected physical and cultural artifacts of New York's history and place them in the context of their time (critical thinking, interdisciplinary)
6. Demonstrate improved written skills by writing frequently in about readings and course materials; researching and organizing a final project; and writing essay exams.

## **5. Methods of Assessment**

1. Weekly Blackboard Assignments will be used to evaluate your ability to accurately identify and analyze the many historical (social, political, economic and cultural) factors and periods discussed in readings and lectures. (Outcomes 1, 2, 3, 6)
2. The Midterm, Final Exams, and Blackboard assignments will evaluate your understanding of major content areas and historical periods in New York history. Essay questions on these exams will also test your ability to think critically and historically about these issues. (Outcomes 1, 2,3)
3. The Course Project will be used to evaluate your research and oral communication skills and your ability as ability to think in an interdisciplinary fashion. (Outcomes 4, 5, 6)

## **6. Required Texts**

- Ric Burns, New York documentary (DVD complete set) or use Library Copies. Available through Amazon.
- Kenneth T. Jackson, Empire City: New York Through the Centuries

All other readings marked (Selections) will either be distributed in class or available on electronic reserve at the library website. Access to the Internet is required for the course.

## **7. Grading Formula**

- Blackboard Writing Assignments: 60%
- Midterm Exam: 10%
- Course Project: 20%
- Final Exam: 10%

The midterm and final exams will be essay exams and will be described in more detail later in the course. No make-up exams will be offered.

## **8. Description of Assignments**

Lecture material and documentary video assignments will be provided through the Blackboard site and will require answering questions in the Blackboard site. The Final project will be a history of a neighborhood of your choosing in New York using both primary and secondary sources. Students will examine insurance maps, zoning maps, photo archives, secondary sources, and newspaper accounts to discover and analyze the history of their blocks. This final project will be written up as a 5-10 page paper and will also be presented as a poster session on YouTube. Students will be evaluated both by the professor and their peers.

## **9. Attendance Policy**

Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted. Students who exceed these limits may be subject to failure. If a student misses any class or exam, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

## **10. Withdrawal Policy**

It is the student's responsibility to inform the instructor of his/her intention to withdraw from a course. If a student has stopped attending class without completing all assignments and/or examinations, failing grades for the missing work may be factored into the final grade calculation and the instructor for the course may assign the grade of WF. The grade of F is used for students who have completed the course but whose quality of work is below the standard for passing.

Withdrawal forms are available in departmental offices and once completed must be filed with the registrar. Students should be reminded that a W notation could negatively impact their eligibility for financial aid and/or V.A. benefits, as it may change the student's enrollment status (full-time, part-time, less than part-time). International students may also jeopardize their visa status if they fail to maintain full-time status.

## **11. Academic Integrity and Plagiarism Policies**

Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers. Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct.

### 12. Library Resources

All students can access the NYIT virtual library from both on and off campus. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library’s resources from off campus.

On the left side of the library’s home page, you will find the “Library Catalog” and the “Find Journals” sections. In the middle of the home page you will find “Research Guides;” select “Video Tutorials” to find information on using the library’s resources and doing research.

Should you have any questions, please look under “Library Services” to submit a web-based “Ask-A-Librarian” form.

### 13. Support for Students with Disabilities

NYIT adheres to the requirements of the Americans with Disabilities Act of 1990 and the rehabilitation Act of 1973, Section 504. The Office of Disability Services actively supports students in the pursuit of their academic and career goals. Identification of oneself as an individual with disability is voluntary and confidential. Students wishing to receive accommodations, referrals and other services are encouraged to contact the Office of Disability Services as early in the semester as possible although requests can be made throughout the academic year.

### 14. Course Schedule

<p><b>Introduction</b></p>	<p>1. Syllabus Review and Historical Methods and Materials                  2. Overview of New York’s Growth to 1900                  Blackboard Video Lectures by Bloom                  Reading: Empire City: New York Through the Centuries, 101-105; 116-123; 163-170; 186-197; 212-221; 228-232</p>
<p><b>Big Business and Financial Concentration</b></p>	<p>1. Wall Street, Trusts, and New York’s Role in the Nation                  2. Local Politics and Corruption in the Gilded Age, Excerpt from documentary by Ric Burns, New York                  Reading: Empire City: New York Through the Centuries, 257-260; 268-272; 292-304; 362-369; 443-455, 488-495                  Video: Ric Burns, NY, <b>Episode 3: Sunshine and Shadow</b> (1865-1898)                  This episode of NEW YORK: A DOCUMENTARY FILM turns to the period when greed and wealth fueled an expanding metropolis, even as politics and poverty defined it. <i>Sections and Questions TBA, See Blackboard</i></p>
<p><b>Building a Healthy City</b></p>	<p>1. Government Cleans Up                  2. The Great Parks                  Reading: Empire City: New York Through the Centuries, 278-291, 390-396, 464-473                  Video: <b>Episode 2: Order and Disorder</b> (1825-1865) This episode of NEW YORK: A DOCUMENTARY FILM details New York's enormous growth as a booming commercial center and multi-ethnic port, and the mounting tensions that set the stage for the nation's bloodiest riot. <i>Sections and Questions TBA, See Blackboard</i></p>
<p><b>Housing the Millions</b></p>	<p>1. The Expanding City: Mass Transportation and the Suburbs, Excerpt from documentary by Ric Burns, New York</p>

	<p>2. The Tenements and Housing Reform: Picturing the New City Reading: Empire City: New York Through the Centuries, 338-355, 399-405; 422-429; 474-476 Video: <b>Episode 4: The Power and the People</b> (1898-1914) This episode of NEW YORK: A DOCUMENTARY FILM follows New York into a new century in the wake of an extraordinary wave of immigration and the birth of the skyscraper. <i>Sections and Questions TBA, See Blackboard</i> Assignment of Groups and Projects</p>
<b>Class Warfare</b>	<p>1. Radical Visions: Socialists and Communists 2. The Labor Movement’s Enduring Legacy Reading: Empire City: New York Through the Centuries, 318-328; 370-382; 430-435; 506-518 Video: <b>Episode 4: The Power and the People</b> (1898-1914) This episode of NEW YORK: A DOCUMENTARY FILM follows New York into a new century in the wake of an extraordinary wave of immigration and the birth of the skyscraper. <i>Sections and Questions TBA, See Blackboard</i></p>
<b>New York Culture</b>	<p>1. Monuments and Money: The Fine Arts 2. From Times Square to Coney Island: Popular Amusements Reading: TBA</p>
<b>New York Culture 2</b>	<p>1. National Mass Culture and New York 2. The ‘Twenties Boom Reading: Empire City: New York Through the Centuries, 536-563, 602-618, 624-638 Video: <b>Episode 5: Cosmopolis</b> (1914-1931) During the fifth episode of NEW YORK: A DOCUMENTARY FILM, the post-war economic boom, the rise of consumer culture, and the birth of new mass-media industries fuel the convergence of an incredible array of human and cultural energies, ending with the Crash of 1929 and the construction of the Empire State Building. <i>Sections and Questions TBA, See Blackboard</i></p>
<b>Depression Era New York</b>	<p>1. Fiorella La Guardia and Modern Municipal Government 2. Film Excerpt, Ric Burns, New York Reading: Empire City: New York Through the Centuries, 575-579, 647-652 Video: <b>Episode 6: The City of Tomorrow</b> (1931-1940) During the sixth episode of NEW YORK: A DOCUMENTARY FILM, the dramatic events that followed the Crash of '29 fuel the greatest economic depression in American history and plunge the city and the nation into economic gloom. <i>Sections and Questions TBA, See Blackboard</i></p>
<b>Two Faces of Robert Moses</b>	<p>1. Robert Moses, the Hero of Parks, Housing, and Parkways: 2. Robert Moses, the Villain of Urban Renewal and Highways Reading Empire City: New York Through the Centuries, 685-690, 736-738 Video: <b>Episode 7: The City and the World</b> (1945-Present) During the seventh episode of NEW YORK: A DOCUMENTARY FILM, the turbulent and often harrowing years from 1945 to the present are explored. Emerging from the Depression and the Second World War as the most powerful metropolis on Earth, New York soon confronted urban woes of unprecedented proportions, and fought for its very existence. Meeting with Groups and Outlines of Presentation. <i>Sections and Questions TBA, See Blackboard</i></p>
<b>Urban Crisis</b>	<p>1. Mass Suburbanization: Bartholomew Bland, “Market in the Meadows: the Development and Impact of Westchester’s Cross County Shopping Center” in Westchester: The American Suburb</p>

	<p>2. Archie! Class and Ethnic Conflict in the Outer Boroughs: Joshua Freeman, Working Class New York (Selections on Reserve); Empire City: New York Through the Centuries, 851-862</p>
<b>Urban Crisis Continued</b>	<p>1. Why did the Bronx (and many other places) Burn? 2. Fiscal and Social Crisis of the 1960s and 1970s Reading: Empire City: New York Through the Centuries, 741-749; 767-778; 798-823</p>
<b>Resilient New York</b>	<p>1. The New Immigrants 2. Global Capitalism and Renewing the City Reading TBA</p>
<b>New York Today</b>	<p>1. A Permanent Shortage: Modern Housing Policy in New York 2. Greening New York Reading: TBA</p>
<b>New York Today 2</b>	<p>1. Gentrification and New Urban Culture 2. Which future for New York? Reading: Empire City: New York Through the Centuries, 895-904, 908-926, 937-975 Week Fifteen: Final Oral Project Reports and/or Public Policy Films</p>