This Faculty Designed Independent Study (FDIS IN 249) encourages students to study the history of one of our nation’s oldest and most vibrant of cities, that of New York City, founded in 1624 and expanded to include its five boroughs - Manhattan, Bronx, Brooklyn, Staten Island, and Queens – in 1898. The readings associated with the course provide a skeletal history of the city’s nearly four hundred years. Students are then asked to read a series of articles that elaborate on key historical events or eras, i.e. the city’s role in the American Revolution, involvement in slavery and the Civil War, growth of capitalism and concentration of enormous wealth, the Great Depression, the impact of deindustrialization and suburbanization, and its return to prosperity in the last two decades. Students are finally asked to supplement readings with a five-page paper that mirrors the spirit of their particular competence. The collection of readings and video presentations offer a fascinating, insightful, and fun look at one of the most interesting and intriguing American metropolises. Competencies offered: H-1-F, H-1-H, A-3-G, FX. Please contact the instructor to request a syllabus.

**INSTRUCTOR**: Nancy Davis, Ph.D., Associate Professor, School for New Learning, DePaul University, 25 E. Jackson Blvd., 2nd Floor, Chicago, Illinois, 60615. Office Phone: (312) 362-5852, E-mail: ndavis@depaul.edu.

**COMPETENCIES OFFERED:**

**H-1-F**: Can describe and explain the roles of individuals, groups, societies, or states in history

(Facets- 1. demonstrates an understanding of connections among selected events over time 2. uses an informed historical approach to interpret events or roles of individuals, groups, or states.)

**H-1-H**: Can describe and analyze the challenges faced by communities in urban, suburban, or rural areas

(Facets: 1. articulates the characteristics of an urban, suburban, or rural geographic area 2. identifies one or more communities that embody the attributes of an urban, suburban, or rural geographic area 3. provides an in-depth description and analysis of one or more challenges for the
selected area(s).

**H-1-B:** Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape communities.

(Facets: 1. defines “community” and identifies a community that embodies the definition, 2. discusses two or more of the following: race, ethnicity, nationality, class or economic status, age, gender, sexual orientation, or religion, 3. explains how the attributes of a community (listed in #2) interact, 4. examines the impact of these interactions on the community.)

**A-3-G:** Can assess the assumptions and implications of significant ideas about human experience

(Facets: 1. identifies a significant philosopher, theologian, tradition, or thinker’s ideas that address the meaning of human experience 2. identifies appropriate criteria to assess these ideas, 3. applies these criteria to the assumptions and implications of these ideas.)

**FX:** (to be written by the student and approved by the instructor)

**FDIS Instructions:** Students enrolled in Faculty Designed Independent Studies are granted two quarters to complete their work. Students are allowed to pursue assignments at their own pace but are encouraged to do so in the sequence provided. *Assignments, as they are completed, should be emailed to the instructor. Students are simultaneously required to save all work for the class in a separate personal file.* The instructor requests that all work for the quarter in which the student intends to be graded be submitted by the final day of classes that respective quarter. This date can be found via the university’s academic calendar. The readings are available on the DePaul University electronic reserves (password – IN249). The video presentation can be checked out via the university’s video collection or is accessible through the City of Chicago library system. The video can also be accessed via a course blackboard site, by clicking “Course Documents.” Students who wish to complete their work in two quarters versus one must inform the instructor of this fact by week 10 of the first quarter. The instructor then will issue an “R” which indicates that research is underway and a final grade will be posted at the end of the second consecutive quarter.

**Academic Integrity:** Please review DePaul’s Academic Integrity policy, available online at [http://studentaffairs.depaul.edu/handbook/code16.html](http://studentaffairs.depaul.edu/handbook/code16.html). The site discusses in full the range of actions that constitute violations of the university’s academic integrity policy. Please note that plagiarism represents a serious abuse and is defined as follows: 1) the direct copying of other’s words whether they be words culled from books, articles, magazines, computer files, websites, video programs, among other sources, 2) copying the words of others with only slight modifications with or without acknowledging the source, 3) submission as one’s own an essay, research paper, report, exam or any other assignment that has been prepared by someone else, 4) paraphrasing one’s work without proper acknowledgement. Academic integrity violations will be submitted to the appropriate university office.
Instructor’s Biography: Nancy M. Davis is a member of the SNL resident faculty. She holds an M.A. and Ph.D. both in history from the University of Michigan and an undergraduate degree in history from Bryn Mawr College. She currently speaks and writes about human rights issues and African-American social history.

Readings:

Reading a detailed discussion of New York City’s over 350 years is quite difficult in the context of a single eleven week course. What follows is roughly 170 pages of interesting summative articles and book chapters on New York broadly (as in the case of the first text which is excerpted from Kenneth Jackson and David Dunbar’s edited volume entitled Empire City: New York through the Centuries) along with readings that address specific aspects of the city’s remarkable history. They are combined with a 50 minute documentary (in lieu of a reading) on the years between WWII and the 1970s. Most are delightful and I guarantee that much of what you read will not only inform but deepen your understanding of the evolution of major U.S. cities and, by extension, of that of our own jewel that sits on the shores of Lake Michigan. The readings are available on the library’s electronic reserves (under “Course Reserves”). The password for the class is IN249. You are required to submit responses to four out of the six sets of written questions from the assigned readings.

Historical Overview:

After reading these summative pages, please discuss in a page the major themes that one expects to dominate any discussion of New York’s history.

New York and the American Revolution:

1. Discuss factors that explain why the New York area was important to the British during the Revolutionary War?
1. Discuss the relationship between the construction of the Erie Canal and the beginnings of a nation-wide market economy.

2. What are the factors that contributed to the dominance of New York city manufacturers at the turn-of-the-century.

2. If Chicago business elites were to carve out a national niche for themselves in the manner that New York manufacturers did at the turn-of-the-city what type of business, civic, and financial structures would these local business persons construct?

1. In two paragraphs, please elaborate on the concept of the ‘anti-city’ and its application to events in New York city in the post-World War II period?
2. How might we apply this notion to our understanding of Chicago’s history in the last three decades? (This question requires no detailed knowledge of Chicago’s history but seeks your opinion about whether the trends and patterns discussed in this video regarding how New York developed after WWII were to be found in Chicago.)

“The Come BACK Kid” - New York’s return to Prosperity:


2. Please discuss in at least two paragraphs the component parts of New York’s come back and how ‘urban branding’ is defined in Greenberg’s piece.

ASSIGNMENTS:

To complete this FDIS, students are expected to:

1) Read all materials indicated above.
2) Submit responses to four out of the six sets of written questions from the assigned readings.
3) Submit a five page paper on a subject that is a part of New York City’s history and directly reflects the spirit of one’s competence. The subject of the paper must be submitted to the instructor before undertaking any research. The instructor also welcomes discussion of the content of the paper. Students are expected to reference at least five sources, submit a bibliography, and include footnotes or endnotes where appropriate. The paper should also address the following:
   a. Connect the subject to the major themes outlined by Kenneth T. Jackson and David S. Dunbar (eds.) in Empire City: New York through the Centuries. Discuss how the themes presented in this work resonate with the subject of your paper. What themes intersect with this historical moment and which do not? Do the values expressed in Jackson and Dunbar’s work seem plausible given what you have read and reflected about? If not, why?
   b. Provide a critical analysis of what you have read. In other words, avoid regurgitation and decipher, interpret and question some of the premises found in your readings.
   c. Avoid referencing only one author on a particular subject. In writing about different aspects of your topic, please base your discussion on the readings of more than one author such that you are articulating more than one voice.
4) All written work must be submitted **by week ten of the quarter**.

**EXTRA CREDIT?**

**Draw a map of the New York City circa 1920.** What a fun exercise that you can submit for extra credit. If you choose to do so, the map should include New York’s five boroughs and the following important sites: the Brooklyn Bridge, George Washington Bridge, the waterways, the Statue of Liberty, Central Park. This can be either sent or dropped off to the instructor.

**Additional Sources:**


**Additional, additional Sources:**

New York city is the home of the US advertising industry and therefore ‘boosterism’ and propaganda are woven into the city’s narrative in many instances. What follows is a rough list of articles, mostly short, that present dissenting voices about primarily contemporary NYC.


By: GOLUB, ANDREW; JOHNSON, BRUCE D.; DUNLAP, ELOISE. Criminology & Public Policy. Feb2007, Vol. 6 Issue 1, p131-164. 34p. 5 Charts, 1 Graph. DOI: 10.1111/j.1745-9133.2007.00426.x.

mid Storm Recovery, Marathon Expo Opens Doors to Runners. By MARY PILON, Section B; Column 0; Sports Desk; Pg. 10, URL: http://www.nytimes.com/2012/10/31/sports/new-york-marathon-officials-determining-storms-effect-on-race.html