

HISTORY 1001: HISTORY OF PHILADELPHIA

Dr. Roney
Fall, 2015

Office Hours: T-Th 2-3:30 p.m., and by appointment

INTRO

This course is intended as an introduction to the history of Philadelphia. The course will blend local history with national and international events and trends that all contributed to shape our city. The focus of this course will to shed historical light on a modern-day policy issue facing Philadelphia policy-makers. Students will identify a topic, research it, and collaborate together to host a culminating event on the last day of class to which they will invite and brief local policy-makers about the historical background of a matter of importance today. This work will be done in partnership with the National History Center, a representative of which will attend the policy briefing and provide feedback.

This course will teach you how to interpret historical and cultural materials to provide historical context for matters that affect our lives in the twenty-first century. The course is designed to enhance your:

- ❖ critical thinking skills
- ❖ information literacy
- ❖ understanding of historical and contemporary issues in context
- ❖ oral and written communication skills
- ❖ public speaking and presentation skills
- ❖ teamwork and collaboration on group projects

REQUIRED TEXTS

- Gary B. Nash. *First City: Philadelphia and the Forging of Historical Memory*. (Philadelphia: University of Pennsylvania Press, 2002).
- Additional readings will be posted through Blackboard.

IMPORTANT DATES AT A GLANCE

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|-----------------|---|
| September 4: | Class meets in Special Collections Research Center, Paley Library |
| September 5: | Submit 3-5 potential research topics through Blackboard |
| September 17: | 150-250 word description of your chosen topic |
| September 29: | Informational bulletin due in class and through Blackboard |
| October 8: | Midterm |
| October 15: | Small group PowerPoint presentations on proposed topics – Class Vote |
| October 22: | Come to class with three potential sources you might use for research |
| October 28: | Two-page briefing paper on your assigned research |
| November 5: | 1-2-page progress report on your research and other tasks |
| November 12: | Small group PowerPoint presentations on research |
| November 19: | Revised PowerPoint slides and talking points due |
| November 22-27: | Fall break – No classes! |
| December 1: | Final PowerPoint slides and outlines due. Dress-rehearsal of presentation in class (with audience hopefully). |
| December 3: | POLICY PRESENTATION BEFORE INVITED AUDIENCE |
| December 10: | 300-500 word blog entry about experience due |
| December 15: | Final Exam at 10:30 a.m. in our regular classroom (2 hours allotted) |

EVALUATION

Class participation, (15%): Participation is central to the learning process and thus attendance is critical. In discussion you and your peers will discuss readings and topics for that week as well as review important material. Participation will be graded based on quality as well as quantity. You should come to each class having completed the readings assigned for that day (and with a copy of each assigned reading for that week), or whatever assignments you are responsible for completed, and ready to contribute.

Depending on how class goes, I may choose to assign weekly writing assignments, quizzes (with or without notice beforehand), book-checks, or any other diagnostics to determine whether and how well you are doing the reading.

At the beginning of each lecture, I will pass an outline and some key terms that you should be certain you understand. These handouts are intended to assist and guide your note-taking and studying for your exams. However, please note that any material covered in class or course readings may come up on an exam.

Attendance policy: I will take attendance each day. Students will be permitted up to two free absences (you do not need to explain to me why you were absent); after that each unexcused absence will carry a severe penalty of 5% off of your total grade for this course. If, for example, your grade based on class components is an 80% (B-) but you have missed 3 classes, you will receive a 75% (C) for the class. On the other hand, if you come to all classes, you will earn extra credit.

Class Assignments, (25%): This class builds on incremental assignments that are clearly delineated in the syllabus. These include work selecting a topic to research, an informational bulletin, two-page briefing paper, and a briefing report.

Group work, (20%): This class asks you to perform as part of many different teams—including the team that is the entire class. In many ways this system parallels professional office life where teamwork is essential to planning and the accomplishment of projects. To that end, it is vital that you carry your weight and complete your own tasks. After Group Work at each stage, you assess the work that you and the other members of your group performed. Your grade will be determined by my own assessment of your contributions, but I will take your own self-assessments and those of your classmates into consideration as well. Group work includes: small group PowerPoint, research-based small group PowerPoint, committee work, the final presentation, and filling out assessments at each stage.

Blog Entry, (10%): One week after the final presentation, you will submit a blog entry reflecting on your experiences. This piece of writing could be published by the National History Center (with your permission of course!).

Midterm (15%)

Final Exam (15%)

SUMMARY: Calculation of Grade

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|------|------------------------|
| 15% | Class participation |
| 25% | Class Assignments |
| 20% | Group work |
| 10% | Blog Entry |
| 30% | Midterm and Final Exam |
| 100% | TOTAL |

EXPLANATION OF GRADING SCALE

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|---|--|
| A | Exemplary achievement of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature. A+= 100-98, A = 100-93, A- = 92-90 |
| B | Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements. B+= 89-87, B= 86-83, B-= 82-80 |
| C | Satisfactory achievement of the course objectives. C+= 79-77, C = 76-73, C-= 72-70 |
| D | Unsatisfactory achievement of course objectives, yet achievement of a sufficient proportion of the objectives so that it is not necessary to repeat the course unless required to do so by the academic department or requirements. D+ = 69-67, D= 66-63, D- = 62-60 |
| F | Unsatisfactory achievement of course objectives to an extent that the student must repeat the course to receive credit. F= 59-0 |

OTHER COURSE INFORMATION

You will find all course materials posted on-line through Blackboard, which you can access through TU Portal. Check Blackboard regularly for posted information regarding the class.

Please behave like an adult and respect the learning environment of your classmates. Specifically,

- Be on time to class, and **DO NOT LEAVE IN THE MIDDLE OF IT**. Doing so is disrespectful to your instructor and fellow students. If you must miss part of class, please notify me or the teaching assistant before or after class.
- If you use a computer, do not let your computer become a distraction to your classmates; use some other time to check e-mail, Facebook, etc. I reserve the right to prohibit laptop use if computers are not being used exclusively for class purposes.
- Your active participation in this course is valuable to me and other students, but it must be carried out in a respectful way. **Student conduct which disrupts the learning process will not be tolerated** and may lead to disciplinary action and/or removal from class.

I check and respond to email during work hours Monday through Friday. Over weekends or in the evenings, you will probably have to wait for a response.

UNIVERSITY POLICIES

Policy on Student and Faculty Academic Rights and Responsibilities (#03.70.02). “Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The University and the faculty have a responsibility to provide students with opportunities and protections that promote the learning process in all its aspects. Students similarly should exercise their freedom with responsibility. Temple University therefore reaffirms its commitment to academic freedom.” Please refer to the policy for further enunciation of those rights and responsibilities.

Policy on Plagiarism and Cheating (#03.70.12). “It is a violation of the Code of Conduct for a student to commit, attempt to commit, aid, facilitate or solicit the commission of, or act in concert with others in bringing about the behavior or acts regulated or prohibited,” such as, “Academic dishonesty and impropriety, including plagiarism, fabrication and academic cheating. This includes helping, procuring or encouraging another person to engage in academic misconduct.” For which behavior the sanctions may include expulsion or suspension from the university.

UNIVERSITY POLICIES (CONT.)

Academic Honesty. Academic misconduct of any kind will not be tolerated in this course!! Depending on the seriousness of the action, the student may receive anything from an “F” on the assignment to an “F” in the course and will be reported.

Policy on Disability Disclosure Statement (#02.78.13): Any student who needs accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Policy on Withdrawal from Classes (#02.10.14): “During the first two weeks of the fall or spring semester or summer sessions, students may withdraw from a course with no record of the class appearing on the transcript. During the weeks three through nine of the fall or spring semester, or during weeks three and four of the summer session, the student may withdraw with the advisor’s permission. The course will be recorded on the transcript with the instructor’s notation of ‘W,’ indicating that the student withdrew. After week nine of the fall or spring semester, or week four of the summer sessions, students may not withdraw from a course. No student may withdraw from more than five courses during the duration of his/her studies to earn a bachelor’s degree. A student may not withdraw from the same course more than once.”

☞ The last day to drop a class is September 4, 2015. The last day to withdraw from class is October 20, 2015.

SCHEDULE OF ASSIGNED READING

Week 1, August 24-29: Introduction

For August 27, read

- Lisa Wade, 10 Things Every College Professor Hates, *Business Insider*, August 26, 2014, <http://www.businessinsider.com/10-things-every-college-professor-hates-2014-8>
- Nash, *First City*, Introduction, 1-13.

Week 2, August 31-September 4: The World of William Penn

For September 3, read

- Sean Patrick Adams, “How Choice Fueled Panic: Philadelphians, Consumption, and the Panic of 1837,” *Enterprise & Society*, Vol. 12 (2011): 761-89.
- Emily Guendelsberger, “I was an undercover Uber driver,” *Philadelphia City Paper*, 05/07/2012: <http://citypaper.net/uberdriver/>
- Reihan Salam, “Uber Isn’t the Problem,” *Slate Magazine*, 5/28/2015. http://www.slate.com/articles/news_and_politics/politics/2015/05/uber_drivers_don_t_blame_the_company_for_being_attractive_to_american_beleaguered.html

For September 4,

- We will be meeting in Paley Library in the Special Collections Research Center for class today.

Assignment:

- Due by 5pm Friday, September 5 through Blackboard – Submit at least three and as many as five potential topics we might research this semester. Think about what policy issues face the community of Philadelphia today. What interests you? What modern questions might we research and provide historical context for?

Week 3, September 7-11: Diversity, Pluralism, and Unfreedom

For September 8, read

- Nash, *First City*, Ch. 1: Pieces of the Colonial Past, 14-44.

Assignment:

- Your potential topics will be returned to you by Tuesday of this week. Now it is up to you to narrow down your potential topics to ONE topic. Begin researching this topic, both to make the case why *this* should be the one the class adopts and to begin to find relevant sources. This work will occur on your own – no deadlines this week!

Week 4, September 14-18: Acting for Themselves

For September 15, read

- Nash, *First City*, Ch. 2: Recalling a Commercial Seaport, 45-78.

Assignment:

- Due by 11am Thursday, September 17 through Blackboard – Submit a 150-250-word topic description of your chosen topic. Explain what the issue is, why it is important, and in what way historical context will help deliberation about this matter. Submit as well an initial bibliography of sources that might be used to study this topic. You must include at least two primary sources and three secondary sources (these must be specific, not general works like text books).

Week 5, September 21-25: Center of a Nation

For September 22, read

- Nash, *First City*, Ch. 3: The Revolution's Many Faces, 79-107.

Assignment:

- Work on researching your chosen topic. Your information bulletins are due next week.

Week 6, September 28-October 2: Of Mosquitos and Race: A City Changing

For September 29, read

- Nash, *First City*, Ch. 4: A New City for a New Nation, 108-143.

Assignment:

- Due in class and through Blackboard Thursday, October 1 – Submit through Blackboard AND bring to class four copies of an informational bulletin about your topic. You should use one sheet of paper (you may use front and back if you like) to outline and provide the most important information about your topic. This bulletin will be assessed for:
 - 1) Content: A demonstration of research into both the modern policy debates and some of the historical context that might be provided about it.
 - 2) Persuasiveness: Why should this be the topic the class selects to present? Why is this matter vital to pursue?
 - 3) Next steps: What do you suggest for future collaborative research? What work can the class together do on this topic?
 - 4) Presentation: I do not expect you to be a wiz at graphic design, but I do want to see an effort at presentation here. How can you organize your content in a way that helps the reader absorb the information, given the limits of space?

Week 7, October 5-9: Early Abolition

Assignment

- MIDTERM, Thursday October 8

Week 8, October 12-16: Philadelphia Organizing

For October 13, read

- Nash, *First City*, Ch. 5: A City in Flux, 144-75.

Assignment:

- Due in class October 15 – Small group PowerPoint presentations. You will by now have been put into a small group based on your proposed topics (grouped topically where possible) and your group is responsible for creating a PowerPoint presentation where each group member will have four slides in which he or she presents his or her own pitch for why his or her topic should be the one adopted by the class. Through this format you should address the basic parts of your Informational Bulletin, but this time through a visual/oral presentation. Though each group member is responsible for her or his own slides, the group's presentation overall should be cohesive and demonstrate coordination (i.e. similar theme, formatting, etc.). You want the group presentation to look professional and coordinated.

The class will vote today on which topic we will adopt going forward.

Week 9, October 19-23: Struggles for Control

For October 20, read

- Nash, *First City*, Ch. 6: Reforming Philadelphia, 176-221.

Assignments

- Come to class on October 22 with a list of at least three sources (at least one must be a primary source and at least one must be a secondary source) you think would be relevant to the policy presentation
- Each student is responsible for one research task (to be determined in class based on the sources you collect as a group). Conduct research for two-page briefing paper due next week (no due-date this week).
- Communications committee must issue invitations to policy-makers this week.
- Other committees work on their tasks.

Week 10, October 26-30: The Upheaval of Civil War

For October 27

- Nash, *First City*, Ch. 7: In Civil War and Reconstruction, 223-260.

For October 29, read

- Briefing papers from your committee-members.

Assignment:

- Due by 5pm Wednesday, October 28 through Blackboard – Two-page briefing paper on the research for which you are responsible. This will be read by the relevant committees and by me. Summarize what you have found by delineating:
 - 1) What source(s) you have used
 - 2) What evidence you have found
 - 3) What analytical conclusions might be drawn from that evidence that relates to our presentation
 - 4) What information is missing? What else might we look at or for?
 - 5) Be prepared to explain your briefing paper to your classmates in class on October 29.

Week 11, November 2-6: Workshop of the World

For November 3

- Nash, *First City*, Ch. 8: Workshop of the World, Schoolhouse of History, 261-313.

Assignment:

- Due in class November 5 – 1-2 page progress report on all research or other tasks you are undertaking for the project. You will use your report as a basis to report back to your group orally about where things stand and then turn the paper into Dr. Roney.

Week 12, November 9-13: Urban Transformation

For November 10, read

- Nash, *First City*, 314-327.
- Stephanie R. Ryburg, "Historic Preservation's Urban Renewal Roots: Preservation and Planning in Midcentury Philadelphia," *Journal of Urban History*, Vol. 39 (2012): 193-213.

Assignment:

- Due in class November 12 – Small group PowerPoint presentations. Based on the research you have conducted, each small group will craft and present a brief PowerPoint presentation on your part of the project. You will present this in class November 12. Not every group member needs to speak, but all of you must contribute to the presentation. Again, presentation style here does matter. As a class, we will be deciding together on what kind of format and presentation to use, so be creative and *clear*. Whichever format the class likes best may well be the format we use for our final presentation.

Week 13, November 16-20: City on Fire

For November 17, read

- Watch *Let The Fire Burn* (2013)

Assignment:

- Due in class November 19 – Penultimate PowerPoint slides and all talking points due. This is the last draft of the slides and outlines for talking points for the presentation. All slides should reflect revisions based on feedback from previous week. We will agree as a class on opening and closing talking points and assign speakers.

*** FALL BREAK, November 22-27***

Week 14, November 30-December 4: The Main EventAssignment

- Due in class December 1 – Final PowerPoint slides and finalized outlines. We will be conducting a dress-rehearsal in class of the presentation. One or two guests will attend class to ask questions and provide feedback.

DECEMBER 3: THE MAIN EVENT!!!! Please get to class in a timely manner. Assigned class-members may be responsible for greeting guests and conducting them to our presentation space (TBA). Please wear professional attire and be prepared to fulfill whatever your assigned role may be and to help out wherever and however else may be needed. We want to work together put on a professional, informative presentation.

Assignment

- Due through Blackboard December 10 by 5pm (one week after the policy briefing): Submit a 800-1,000-word blog entry (that's about two pages in a word document) about the experience of collaborating on this policy presentation. What role did you play? What have you learned about how history shapes current policy considerations? How might you apply these lessons going forward? What has worked well in this project? What would you do differently? Please note: with your permission, the National History Center might like to publish some of these blog entries, so consider a wide audience as you are writing. Other classes might like to implement what we have piloted. What would you like them to know to motivate them and to guide their future efforts?

The Final Exam is scheduled for Tuesday, December 15, at 10:30 a.m. in our regular classroom.