

Philadelphia Neighborhoods

American Studies 2021 / Section 001 / 3 credit hours / Fall 2016

MWF 10:00-10:50 / Gladfelter 466

Kenneth Finkel, Professor (Teaching/Instructional), American Studies.

Email: kfinkel@temple.edu (Email is best for a response within ~2 hours on weekdays; longer on weekends & holidays.) Office phone: 215-204-7566

Office Hours: Mondays, Wednesdays and Fridays: 9:00 to 9:45; 11:00 to 11:45; 1:00 to 1:45. Additional hours can be arranged. Contact me with any questions or concerns. Be sure to bring to my earliest attention any problem related to your successful completion of assignments.

In this course, students will study the neighborhoods of Philadelphia from a variety of perspectives: historical, demographic, architectural, social, literary, etc. From colonial times to the present, neighborhoods are the places through which Philadelphians have experienced the city, its growth and change. In this course, students will utilize many resources: library, archival and internet, as well as the rich historical legacy of the region's museums, sites and, of course, the communities themselves.

Course Goals and Learning Outcomes:

- Develop an understanding of Philadelphia as it relates to the development and dynamics of the city's neighborhoods, past and present.
- Recognize the ways in which the study of Philadelphia neighborhoods can serve as a lens to explore issues of urban culture in America.
- Become more competent in the analysis of texts, visual, archival and information resources dealing with urban place in historical perspective.
- Develop and demonstrate verbal and written expressions of the above.

In this course, you will read and reflect on the assigned readings and actively participate in the classes by listening and contributing. You will download and read materials posted on Blackboard and the internet. In addition, you will participate in class discussions, attend site visits and contribute to the class thoughtfully and substantively. Your experiencing Philadelphia firsthand is central to success in this course.

Required Readings: There is no textbook to purchase, but you are required to have your own copy of the *SEPTA Official Philadelphia Transit & Street Map* (2009-2010 edition), which is available at the SEPTA Transit Store 1234 Market Street, Monday–Friday 10-5; Saturday 10-3. The readings for this course are posted on Blackboard (find.pdf files at “Reading Files” on via links at the online “Syllabus & Schedule,” also on Blackboard. When assigned, video materials will be found online or on reserve at Paley/Media.

Assumptions

Attend and Engage: Your presence in class and involvement in discussions is important to your success in this course. I will keep track of your attendance and you should, too. Know when you are in danger of incurring an absence penalty. (Email me for an update if you are unclear.)

Students with an emergency (e.g., death in the family, illness, and automobile accident) may have excused absences (**four total**) but if additional absences amount to more than one fifth of class hours for the semester, you should consider withdrawal. This semester, is the last day to drop a course is Monday September 12. The last day to withdraw is October 25.

Prepare: Each week, in addition to class time, devote at least an additional 2 hours of preparation: reading, studying, reflecting, preparing written assignments, reviewing notes, preparing for quizzes, and going on site visits.

Questions: All questions are welcome. Ask before, during or after class. Or contact me via email or/and visit during office hours.

Access to the Internet: This course has numerous assignments to be completed on the internet that will require a broadband connection. These assignments can be completed in any campus computer lab and on any computer in a networked dormitory.

Social Media During Class: Cell phones must be turned off and put away during class. **If you persist in using your cell phone in class, you will be counted as absent.** Laptops, tablets and other devices may be used **only** for the purposes of note taking.

Turn in All Assignments and Take All Quizzes: Note carefully the dates for all assignments and quizzes listed in this course schedule and on Blackboard. If you miss these requirements without a valid, documented excused (illness, family emergency), you can receive a failing grade for that particular requirement. It is your responsibility to inform me of a problem BEFORE the scheduled event. A missed quiz earns a “0.”

Know and abide by the rules of academic honesty: Plagiarism and academic cheating are very serious infractions and need to be avoided. It is your responsibility to understand what plagiarism is. Consult Temple’s definitions and policies on academic honesty and integrity. They clearly state: “all work done for courses—papers, examinations, homework exercises, lab, reports, oral presentations—is expected to be the individual effort of the student presenting the work and that undocumented use of materials from the web is plagiarism.” Plagiarists and students whose work is the source for plagiarists will both receive “0” for relevant assignments and can receive a failing grade for the semester. Do not share your coursework with other students this semester or in future semesters. Cases of plagiarism or cheating may be referred to the University Disciplinary Committee. More at: <http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty>

Attendance: This course meets three times every week and attendance will have a significant impact on your grade. After four forgiven absences, each additional absence will translate into a final grade reduction of 2 points. Example: a student who earns 82 or B- for the semester who also missed 7 classes would receive a penalty for three absences (three over the limit). This student would earn a 76, or a C for the course.

Lateness, Penalties and Early Departures: Coming to class late or leaving class early is disruptive and must be avoided. If you are late (5 minutes or more) you will be counted as

absent. If you must leave early for a reason, inform me ahead of time. Unexcused departures during class are counted as absences.

Participation: Every class will be a combination of lecture and discussion. All students will be required to (and graded for) participation in class discussions based on the reading assignment for that day.

Quizzes: There will be a required every-other-week online quiz starting Friday September 9th. A quiz schedule is in the syllabus and will be announced to the class via Blackboard. Quizzes begin after a Friday class and are “live” up until the morning of the Monday class. Quizzes are based on the readings and material covered in class since the previous quiz. *There will be no opportunity to make up quizzes. Missed quizzes are scored “0.”*

“Five-Minute Fridays:” Throughout the semester there are several in-class, student presentations accompanied by short papers turned in that day. The first is Friday September 16th.

Final Project/Paper: About half way into the semester, students will choose a Philadelphia place to nominate for a historical marker. Topics will be researched, developed and submitted for approval in the form of a proposal and subsequently, with additional research, presented to the class the final week of the course. Final papers will be submitted in written form (hard copy) at the end of the semester. Details will be found at Blackboard and reviewed in class.

Your non-negotiable grade for the course will be determined according to this formula:

Six online quizzes (5 points each): **30 points**

Three “5-minute Friday” presentations, discussions and written responses (10 points each): **30 points**

Proposal for the final project - **10 points**

Final presentation: **10 points**

Final paper: **10 points**

Participation: **10 points**

TOTAL: 100 points

Letter grades for the entire course will be assigned as follows:

92.5% and higher = A; 90.0 – 92.49% = A-; 87.5% - 89.99% = B+; 82.5% - 87.49% = B

80% - 82.49% = B-; 77.5% - 79.99% = C+; 72.5% - 77.49% = C; 70% - 72.49% = C-

67.5% - 69.99% = D+; 62.5% - 67.49% = D; 60% - 62.49% = D-; 59.99% and lower = F

Prerequisites or co-requisites: None.

Disability Statement: This course is open to all students who met the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 to coordinate reasonable accommodations for students with documented disabilities.

Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and

Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Religious Holidays: If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, you may have an opportunity to make up the class or course requirement if you make arrangements by informing me as to the dates of your religious holidays **within two weeks** of the beginning of the semester (or **three days** before any holidays which fall within the first two weeks of class).

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Monday August 29 — Course Introduction

Syllabus review: expectations, assumptions, logistics, rules, tools and texts. We'll discuss goals and learning outcomes.

Wednesday August 31 —The Significance of Place

Assignment: Come to class with six tweet-length statements (printed out) about the value of neighborhoods. Research and quote others, or write your own from the perspective of self, family and community. (3 participation points)

Friday September 2 – Philadelphia's Plethora of Neighborhoods: What and Where

REVIEW:

Inquirer Style Guide and Almanac List Online Philadelphia Neighborhoods and Place Names, <http://www.phila.gov/phils/docs/otherinfo/placname.htm>

READ:

-“Keeping Philadelphia's Neighborhood Names Honest,” *The PhillyHistory Blog*, 8/27/2012 <http://www.phillyhistory.org/blog/index.php/2012/08/keeping-philadelphias-neighborhood-names-honest/>

Monday September 5 – LABOR DAY (NO CLASS)

Wednesday September 7 – Introduction to Philadelphia's Neighborhood Historical

Resources: Maps and Atlases

REVIEW:

Greater Philadelphia GeoHistory Network:

<http://www.philageohistory.org/geohistory/>

(See Bb announcement for specific assignment)

Friday September 9 – Walk to the Village of Cohocksink and the Randolph Mill

READ:

-“The Randolph Mill Fire: Disaster, Indignation and Recognition,” *The PhillyHistory Blog*, 7/7/2016. <http://www.phillyhistory.org/blog/index.php/2016/07/the-randolph-mill-fire-disaster-indignation-and-recognition/>

-“Another Horror. Fatal Result of a Mill Fire,” *The Philadelphia Inquirer*, 10/13/1881.

-“A Holocaust. The Mill Fire Disaster,” *The Philadelphia Inquirer*, 10/14/1881.

Online Quiz #1

Monday September 12 – The City and its People in the 1790s

READ:

“Philadelphia and Its People in Maps: The 1790s.” By Paul Sivitz and Billy G. Smith, in *The Encyclopedia of Greater Philadelphia*:

<http://philadelphiaencyclopedia.org/archive/philadelphia-and-its-people-in-maps-the-1790s/>

Wednesday September 14 – Philadelphia Neighborhood Resources: Prints & Photographs

CONSULT:

- PhillyHistory.org: <http://www.phillyhistory.org/photoarchive/Search.aspx>

- Library Company IMPAC: <http://www.librarycompany.org/catalogs/impac.htm>

Friday September 16 – “5-MINUTE” FRIDAY #1- (Read, review and present on Encyclopedia of Greater Philadelphia Entries - See assignments at Bb)

Monday September 19– The City and its People at the Millennium

READ:

-“A City Transformed: the Racial and Ethnic Changes in Philadelphia Over the Last 20 Years,” June 1, 2011. Report by the Pew Charitable Trusts.

-“A Portrait of Philadelphia Migration: Who is coming to the city-and who is leaving,” July 2016, Report by the Pew Charitable Trusts.

Wednesday September 21 – Case Study: Lower North Philadelphia

READ:

-“Hypersegregation + Redlining + Time = Persistent Decline,” *The PhillyHistory Blog*, 2/29/ 2016. <http://www.phillyhistory.org/blog/index.php/2016/02/hypersegregation-redlining-time-persistent-decline/>

-“Roots of Hypersegregation in Philadelphia, 1920-1930,” *The PhillyHistory Blog*, 2/22/2016.

<http://www.phillyhistory.org/blog/index.php/2016/02/roots-of-hypersegregation-in-philadelphia-1920-1930/>

-Ryan Briggs, “Redevelopment In Sharswood: Will It Come At The Expense Of Preservation?” *Hidden City Daily*, 2/24/2016,

<http://hiddencityphila.org/2016/02/redevelopment-in-sharswood-will-it-come-at-the-expense-of-preservation/>

Friday September 23 – Can Redlining Be Blamed?

READ:

Amy Hiller, “Redlining In Philadelphia,” in Anne Kelly Knowles, *Past Time, Past Place: GIS for History*, (ESRI Press: 2002), pp. 79-92.

Online Quiz #2

Monday September 26– Rise and Fall of the Workshop of the World

READ:

-Walter Licht, “Workshop of the World,”

<http://philadelphiaencyclopedia.org/archive/workshop-of-the-world/>

-Charlene Mires and Jacob Downs, Industrial Neighborhoods, Encyclopedia of Greater Philadelphia, <http://philadelphiaencyclopedia.org/archive/industrial-neighborhoods/>

-Mapping the Growth and Decline of the Philadelphia Textile Industry:

<http://structureandsurface.org/2012/10/15/1015-mapping-the-gowth-and-decline-of-the-philadelphia-textile-industry/>

Wednesday September 28 – Labor in the Industrial City

READ:

From *The PhillyHistory Blog*:

- “Gritty King Coal,” 11/13/2015

<http://www.phillyhistory.org/blog/index.php/2015/11/gritty-king-coal/>

- Chant of the Coal Heavers: “From Six to Six,” 11/30/2015

<http://www.phillyhistory.org/blog/index.php/2015/11/chant-of-the-coal-heavers-from-six-to-six/>

-“Mother Jones and the Fight Against Child Labor in Kensington’s Textile Mills,” 5/19/2014, <http://www.phillyhistory.org/blog/index.php/2014/05/mother-jones-and-the-fight-against-child-labor-in-kensingtons-textile-mills/>

-“The Labor Lyceum Movement in Philadelphia,” 6/10/2014,

<http://www.phillyhistory.org/blog/index.php/2014/06/the-labor-lyceum-movement-in-philadelphia/>

Friday September 30– Deindustrialization, Decline, Despair in Kensington

READ:

-“Kensington Against the World,” in Peter Binzen, *Whitetown, USA*, (New York: Random House, 1970), pp. 79-113

- “In the Heart of Philadelphia’s ‘Lead Belt,’” *The PhillyHistory Blog*, 3/31/ 2016

<http://www.phillyhistory.org/blog/index.php/2016/03/in-the-heart-of-philadelphias-lead-belt/>

Monday October 3 –CLASS CANCELLED

Wednesday October 5 —Topographical Change: Philadelphia’s Hidden Creeks

READ:

Adam Levine. "The Grid Versus Nature," in *Nature's Entrepot*. (University of Pittsburg Press, 2012), pp. 139-159.

Friday October 7 – Consequences in a Flattened City

READ:

From *The PhillyHistory Blog*:

-“Cohocksink: The Northern Liberties Cover-Up,” 3/6/2015.

<http://www.phillyhistory.org/blog/index.php/2015/03/cohocksink-the-northern-liberties-cover-up/>

-“Frankford’s Fate in Post-Industrial Philadelphia,” 9/4/2012,

<http://www.phillyhistory.org/blog/index.php/2012/09/frankfords-fate-in-post-industrial-philadelphia/>

- “Wrong Turn, Wrong Street, Wrong Day,” 3/16/2015,
<http://www.phillyhistory.org/blog/index.php/2015/03/wrong-turn-wrong-street-wrong-day/>
 - “Fatal Collapse at 5th and Clearfield,” 3/23/2015,
<http://www.phillyhistory.org/blog/index.php/2015/03/fatal-collapse-at-5th-and-clearfield/>
- Online Quiz #3**

Monday October 10 – The Logan Triangle

READ:

- Harold Cox, Filling Low Land: A story of ash-dumping in the Wingohocking Creek watershed, an excerpt from *Utility Cars of Philadelphia* (1971):
<http://www.phillyh2o.org/backpages/WingohockingAshCars.htm>
- How Philly Got Flat: Piling it on at the Logan Triangle, *The PhillyHistory Blog*, 10/30/2013, <http://www.phillyhistory.org/blog/index.php/2013/10/how-philly-got-flat-piling-it-on-at-the-logan-triangle/>
- Peter G. Chirico and Jack B. Epstein, Plate 2: Map Showing Distribution of Fill in the Frankford and Germantown Quadrangles, Philadelphia and Montgomery Counties, Pennsylvania and Burlington County, New Jersey. <http://pubs.usgs.gov/of/2000/of00-224/index.html>

Wednesday October 12 – CLASS CANCELLED

Friday October 14 – “5-MINUTE” FRIDAY #2 (See assignment at Bb)

Monday October 17 – The Rowhouse: a Machine for Living

READ:

- From *The PhillyHistory Blog*:
 - “The Quintessential Object of Industrial Philadelphia,” 10/25/2012,
<http://www.phillyhistory.org/blog/index.php/2012/10/the-quintessential-object-of-industrial-philadelphia/>
 - “The Philadelphia Rowhouse: American Dream Revisited,” *The PhillyHistory Blog*, 9/23/2015, <http://www.phillyhistory.org/blog/index.php/2015/09/the-philadelphia-rowhouse-american-dream-revisited/>

Wednesday October 19 – Rittenhouse Square and Ramcat: Interdependent Neighborhoods

READ:

- A More Balanced History of Rittenhouse Square, 1/7/2016,
<http://www.phillyhistory.org/blog/index.php/2016/01/a-more-balanced-history-of-rittenhouse-square/>
- Dennis Clark, “Ramcat and Rittenhouse Square,” in William W. Cutler, III and Howard Gillette, Jr. *The Divided Metropolis: Social and Spatial Dimensions of Philadelphia, 1800-1975* (Westport: Greenwood Press), pp. 125-140.

**Friday October 21 – Final Project Workshop. See “Final Project” tab at Bb.
Online Quiz #4**

Monday October 24– The 19th-Century Underworld: Prostitution, Rioting and Crime

READ:

-Marcia Carlisle, "Disorderly City, Disorderly Women: Prostitution in Ante-Bellum Philadelphia," *Pennsylvania Magazine of History and Biography*, October 1986, pp. 549-568.

-*A Guide to the Stranger, or Pocket Companion for the Fancy, Containing a List of the Gay Houses and Ladies of Pleasure in the City of Brotherly Love and Sisterly Affection.* (Philadelphia: 1848).

<http://www.librarycompany.org/shadoweconomy/ipad/stranger/index.htm>

Wednesday October 26 – The South Philadelphia Race Riots of 1918

READ:

From *The PhillyHistory Blog*:

-“A Tale of Intolerance in Grays Ferry,” 4/20/2016.

<http://www.phillyhistory.org/blog/index.php/2016/04/a-tale-of-intolerance-in-grays-ferry/>

-“South Philadelphia Erupts: The Race Riot of 1918,” 4/28/2016.

<http://www.phillyhistory.org/blog/index.php/2016/04/south-philadelphia-erupts-the-race-riot-of-1918/>

-“2 Slain, 20 Injured As 5000 Fight Race War in South Philadelphia,” *The Philadelphia Inquirer*, July 29, 1918.

Friday October 28 –

READ:

-“The Riot Continues: Targeting African-Americans on Titan and Stillman Streets,” 5/2/2016. <http://www.phillyhistory.org/blog/index.php/2016/05/the-riot-continues-targeting-african-americans-on-titan-and-stillman-streets/>

-“Aftermath of the Race Riots of 1918: The Station House at 20th and Federal,” 5/6/2016. <http://www.phillyhistory.org/blog/index.php/2016/05/aftermath-of-the-race-riots-of-1918-the-station-house-at-20th-and-federal/>

-“The Station-House Murder of Riley Bullock,” 5/10/2016.

<http://www.phillyhistory.org/blog/index.php/2016/05/the-station-house-murder-of-riley-bullock/>

-“Race Riots Grow In Fury As Police Fail To Curb Mobs, Negro Is Slain at Door of Station House,” *The Philadelphia Inquirer*, July 30, 1918

Monday October 31– Shaping Chestnut Hill in Flesh and Stone

-Joan Saverino, “Mapping Memories in Stone: Italians and the Transformation of a Philadelphia Landscape,” in *Global Philadelphia: Immigrant Communities Old and New*, edited by Ayumi Takenaka and Mary Johnson Osirim (Temple University Press, 2010), pp. 52-76.

- “Chestnut Hill: Recognizing and Remembering the Real Legacy,” *The PhillyHistory Blog*, 6/6/2016. <http://www.phillyhistory.org/blog/index.php/2016/06/chestnut-hill-recognizing-and-remembering-the-real-legacy/>

Due: Proposal for the Final Project – See Bb.

Wednesday November 2 – Movement in an Expanding City

READ:

“The Most Traversed City by Railways in This Country, If Not the World,” in John Henry Hepp, IV, *The Middle-Class City: Transforming Space and Time in Philadelphia, 1876-1926*. (Philadelphia: University of Pennsylvania Press, 2003), pp. 25-47.

Friday November 4 – Speed, Space and the Automobile

READ:

- “Automobiles,” by Stephen Nepa in *The Encyclopedia of Greater Philadelphia*:

<http://philadelphiaencyclopedia.org/archive/automobiles/>

-The History of Center City's Interstate Highway Connections (WHYY for The Center City District/Central Philadelphia Development

Corporation) <https://www.youtube.com/watch?v=P2oO1EviaRE> (10:45)

-“When City and Car First Collided,” *The PhillyHistory Blog*, 2/3/2013,

<http://www.phillyhistory.org/blog/index.php/2013/02/when-city-and-car-first-collided/>;

Online Quiz #5

Monday November 7 – The Neighborhood Novel and Urban Transformation

READ:

“Exposition: South Street and the Neighborhood Novel,” pp. 119-141, in Carlo Rotella, *October Cities: The Redevelopment of Urban Literature* (University of California Press, 1998).

Wednesday November 9 – Representing Neighborhoods in Fiction

READ:

“The Literature of Postindustrial South Street,” pp. 169-201 in Carlo Rotella, *October Cities: The Redevelopment of Urban Literature* (University of California Press, 1998).

Friday November 11 — “5-MINUTE” FRIDAY #3 - See assignment at Bb

“Saving (and Stretching) Devil’s Pocket,” *The PhillyHistory Blog*, 10/28/2014,

<http://www.phillyhistory.org/blog/index.php/2014/10/saving-and-stretching-devils-pocket/>

Monday November 14 – Food Security: Corner Store to Supermarket

READ:

- Domenic Vitiello, “Planning the Food Secure City: Philadelphia’s Agriculture, Retrospect and Prospect,” *Nature's Entrepot: Philadelphia’s Urban Sphere*

and Its Environmental Thresholds (University of Pittsburg Press, 2012), pp. 250-266.

-*Walkable Access to Healthy Food in Philadelphia, 2010-2012*, (Philadelphia Department of Public Health, March 2013).

Wednesday November 16 – Urban Farming

READ:

- Nairn and Vitiello, Lush Lots: Everyday Urban Agriculture, *Harvard Design Magazine* 31, Fall/Winter 2009/10 (8 pp.)

-Greensgrow (entire website) <http://www.greengrow.org/>

Friday November 18 – Final Project Workshop

Assignment: See Blackboard

Online Quiz #6

Monday November 21 – Friday November 25— FALL BREAK & THANKSGIVING

Monday November 28 – Gentrification

READ:

- Ryan Briggs, “When 'Gentrification' Is Really a Shift in Racial Boundaries,” *CITYLAB*, August 1, 2016. <http://www.citylab.com/housing/2016/08/gentrification-race-boundary-philadelphia/493313/>

-Andrew Feffer, “Gentrification” *Encyclopedia of American Urban History*, 2007. (pdf)

-Timothy Williams, “Cities Mobilize to Help Those Threatened by Gentrification,” *The New York Times*, March 3, 2014. (pdf)

OPTIONAL – ON RESERVE AT PALEY MEDIA SERVICES:

-The Taking of South Central...Philadelphia, Odunde with Scribe Video Center, in [Precious Places Community History Project Vol.1](#), 2007.

Wednesday November 30 – Gentrification Case Study: The Divine Lorraine and environs

READ:

-Historic American Building Survey (HABS) – The Divine Lorraine Hotel, 699 North Broad Street, Philadelphia, Philadelphia County, PA (.pdf)

-HABS Photographs: <http://hdl.loc.gov/loc.pnp/hhh.pa3878>

-“Such a Waste,” *Hidden City Daily*, 2/15/2012, <http://hiddencityphila.org/2012/02/such-a-waste/>

-New possibilities for the once grand hotel Divine Lorraine, NewsWorks, <http://www.newsworks.org/index.php/northbroad/item/47003-divining-new-possibilities-for-once-grand-hotel>

Friday December 2 – Final Project Workshop

Assignment: See Blackboard

Monday December 5 – Project Presentations and discussions.

Wednesday December 7 – Project Presentations and discussions.

Friday December 9 – Project Presentations and discussions.

Monday December 12 – Semester Review.