

SYLLABUS - SPRING 2019

Understanding Philadelphia through Research and Writing

TOPICS IN URBAN STUDIES \ TOPICS IN AMERICAN HISTORY | TOPICS IN AMERICAN CULTURE
MLA 5220, SECTION 401 | HIST3280, SECTION 401 | AMST 2120, SECTION 401

SPRING 2019

3 CREDIT HOURS

THURSDAYS | 6-8:30 PM | TUCC 305

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on weekends & holidays.) Office phone: 215-204-7566

Office Hours: Tuesdays 8:45-9:15 and 11:00-noon; Thursdays 8:45-9:15; 11:00-noon; and 3:30-4:30. Additional times can be arranged. See or contact me with any questions or concerns. Be sure to bring to my earliest attention any problem related to your successful completion of assignments.

Course Description: Delving into the rich, complex, historical example of Philadelphia, this course explores the intersections of place, past, present, material culture and urban future. What is Philadelphia's DNA, exactly, and why is a functional understanding of it important? We'll trace the longstanding narratives of the city and explore the emergence of contradictory narratives. We'll consider how a deep understanding of place evolves via creativity and memory as well as a robust reliance on library, archival and museum resources. We'll explore the role of research and writing on the development of opinion, identity, advocacy and, ultimately, policy.

Course Goals and Learning Outcomes:

- Develop and enhance research competencies with sources essential for local history.
- Learn to plan and organize and community-oriented history projects.
- Understand the logistical and intellectual challenges of sharing historical authority.
- Sharpen reading, writing, and critical thinking skills.
- Develop public presentation skills and learn to collaborate with peers.

Required Readings: Two books are required:

- Kenneth Finkel, *Insight Philadelphia: Historical Essays Illustrated* (New Brunswick: Rutgers University Press, 2018)
- David E. Kyvig and Myron A. Marty, *Nearby History: Exploring the Past Around You* (Rowman & Littlefield, 2010)

Several readings are in the online syllabus, presented as PDFs and links.

In addition, I urge you to develop a digital and a physical library of relevant materials.

General Information and Assumptions

Preparation: Each and every week, in addition to class time, you should plan for at 4 or more additional hours of preparation for reading, studying, reviewing notes, reflecting, preparing presentations, written assignments, etc.

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Attendance: This class meets 14 times and attendance has an impact on your ability to make the most of this course. It will also impact your grade. Students whose absences amount to more than 3 for the semester should consider the possibility of withdrawal.

Research and Writing Assignments: You are required to present work in a variety of formats including emails, on Canvas, PowerPoint compilations of research, and finished essays accompanying archival images. Assignments submitted up to one week late will be graded at 50%. Missing assignments earn failing grades. All writing assignments must be completed in order to pass the course.

Due Dates and Possible Grade Points:

January 17 - Assignment #1 – Statement of purpose - 5

January 31 - Assignment #2 – Research notes in PPT format for assignments #3 & #4 - 10

February 21 - Assignment #3 – Draft of 800-900-word illustrated essay - 10

March 14 - Assignment #4 – Final version of illustrated essay - 20

March 28 – Assignment #5 – Research notes in PPT format for #6 & #7 – 10

April 11 – Assignment #6 – Draft of 2nd 800-900-word illustrated essay – 10

April 25 – Presentations & Critique - 10

April 29 – Assignment #7 – Final version of 800-900 word illustrated essay - 10

Grading:

Written Assignments & Presentation – 85 points;

Quizzes based on readings - 15 points

Total = 100 points

Letter grades for the entire course will be assigned as follows: Final grades are determined by how many points are earned out of a possible total of 100:

92.5 and higher = A; 90.0 to 92.49 = A-; 87.5 to 89.99 = B+; 82.5 to 87.49 = B; 80 to 82.49 = B-; 77.5 to 79.99 = C+; 72.5 to 77.49 = C; 70 to 72.49 = C-; 67.5 to 69.99 = D+; 62.5 to 67.49 = D; 60 to 62.49 = D-; 59.99 and lower = F

Irrelevant Media in Class: Cell phones must be turned off and put away during class. Laptops, tablets and other devices may be used only for the purposes of note taking.

Academic Honesty: Plagiarism and academic cheating are prohibited. It is your responsibility to understand this. Consult Temple's definitions and policies on academic honesty and integrity. They are worth reading and they clearly state that, among other important principles, that "all work done for courses—papers, examinations, homework exercises, laboratory reports, oral presentations—is expected to be the individual effort of the student presenting the work and that undocumented use of materials from the World Wide Web is plagiarism. I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper, quiz or test.

Participation: Every class is part discussion and the success of this course depends on your engagement. All students will be required to (and will be graded for) contributions in discussions based on the reading assignments for that day.

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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).

COURSE SCHEDULE:

Thursday January 17 – Reading the Past & Introduction to Archival Holdings

PPT: Introduction to *Insight Philadelphia*

Assignment #1 DUE – (5 points)

A 400 to 500-word statement of purpose including:

- Description of your intellectual interests, educational background, and career goals
- What you hope to achieve by participating in this course
- Identification and short description of a place or artifact you'd like to profile
- Contact information if your TU info is not current

Thursday January 24 – Conducting Research in Special Collections

READ:

Insight Philadelphia, pp. IX-22

PowerPoints: 1) Considering Research Projects; 2) Exploring the Equity Club / Phillis Wheatley Social Club

Thursday January 31 – Exploring the Local Past

READ:

Nearby History, Chapter 1 – “Why Nearby History?” pp. 1-15 and Chapter 2 – “What Can Be Done Nearby?” pp. 17-43

Assignment #2 – DUE – 10 points

Research notes for assignment #3 and 4 in PPT format

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Thursday February 7 – Defining the City’s DNA

READ:

Insight Philadelphia, pp. 23-85

Thursday February 14 – Reading the Built Environment

READ:

-Stewart Brand, “Vernacular: How Buildings Learn From Each Other,” in *How Buildings Learn: What Happens After They’re Built* (New York: Penguin, 1994), pp. 132-155.

-*Nearby History*: Chapter 9 – “Landscapes and Buildings,” pp. 177-192.

Thursday February 21 – Published and Unpublished Documents

READ:

Nearby History, Chapters 4 and 5, pp. 61-111.

Assignment #3 – DUE - 10 points

Draft of 800-900-word illustrated essay

Thursday February 28 – Working with Artifacts

READ:

-*Nearby History*, Chapter 3, pp. 45-60.

-*Nearby History*, Chapter 8, pp. 159-175;

-Steven Lubar and Kathleen Kendrick, *Guide to Doing History with Objects*,

<http://objectofhistory.org/guide/>

Thursday March 7 - SPRING BREAK

Thursday – March 14 – Innovation, Industry & Improvements

READ:

Insight Philadelphia, chapter 6, pp. 149-171; chapter 7, pp. 173-196.

Assignment #4 – DUE - 20 points

Final version of 800-900-word illustrated essay

Thursday March 21 – Intersections of Place & Past: Public Art and Public History

READ:

- *Insight Philadelphia*, chapter 12, pp. 299-236

-*Monument Lab, Report to the City* (October 2018)

<http://monumentlab.com/news/2018/9/30/report-to-the-city>

Thursday March 28 – Fires, Riots, Disasters & Upheaval

READ:

Insight Philadelphia, chapter 9, pp. 219-234 and chapter 10, pp. 235-269.

Assignment #5 – DUE – 10 points

Research notes for 2nd illustrated essay in PPT format

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Thursday April 4 –Oral History Case Study - The Great Migration

READ:

-Barbara W. Sommer and Mary Kay Quinlan, *The Oral History Manual*, pp. 1-9, 79-81

-*Great Migration - Goin' North* <https://goinnorth.org/>;

<http://talkinghistory.org/hardy.html>

Thursday April 11 – Performance & Entertainment

READ:

Insight Philadelphia, chapter 11, pp. 271-297

Assignment #6 – DUE – 10 points

Draft - 2nd 800-900-word illustrated essay

Thursday April 18 – Architecture, Urban Design, Preservation & Stewardship

READ:

Insight Philadelphia, chapter 4, pp. 87-127 and chapter 5, pp. 129-147

Thursday April 25 –Presentations & Critique (10 points)

Monday April 29 - Assignment #7 – DUE (10 points)

Final version - 2nd 800-900-word illustrated essay