

# KINGSBOROUGH COMMUNITY COLLEGE

THE CITY UNIVERSITY OF NEW YORK

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DEPARTMENT OF HISTORY, PHILOSOPHY, AND POLITICAL SCIENCE

## COURSE SYLLABUS

Course Title: History of New York City

Number: His 62

Credits/Hours: 3 credits/3 hours

### Introduction

History 62 traces the history of New York City from its discovery by Henry Hudson to the present day. The course follows its development from its founding as a tiny Dutch trading post in the wilderness of North America to its emergence as the "city at the center of the world." The course explores how a colony is founded, how a social structure emerges, how an area's economy develops, and how a political system is molded to the character and needs of a community's population. As such, the course places special emphasis on the forces that shaped the City's development. It traces its emergence as an 18<sup>th</sup> century center of culture, business, and political awareness; its role in the American War for Independence; its rise to prominence as the "great commercial emporium in America;" and its position as the "golden door" for mass immigration movements of the 19<sup>th</sup> and 20<sup>th</sup> centuries. The course also explores the City's physical growth as Greater New York, its transportation system, its public parks, and its bosses and its reformers. The course also traces the diversity of the City's population from its founding in the 17<sup>th</sup> century up to the present day. It traces the impact of the Great Depression on the City and the LaGuardia Revolution that transformed New York into the modern city of today. The course concludes with an analysis of the City's position in age of suburbia: the City's changing economy, its changing racial make-up, the flight of the middle class, gentrification, and its revitalization.

### Objectives

The main objective of the course is to expose the student to History by exploring just one aspect of human development—the founding and emergence of one city in the global experience of mankind.. The student is required not only to read various monographs on this topic but is required to explore the original material that is the core, the heart of history. Each day the student is presented with a document that is contemporary with the date and topic that will be discussed the following day. The student is required to examine and analyze the document carefully and explain the meaning and significance of the document. He is to ask who wrote the document? Is

the writer an impartial observer of the event described? What is the significance of the document? How can one interpret the document? In effect, the student is expected to play the role of an historian while in class, to think like an historian, and to analyze documents like an historian.

### Assessments

Assessment of student learning will be based on several factors. Students are quizzed orally on a daily basis in class on the readings and documents that have been assigned. In addition, students are given three written essay examinations including the final. On these examinations students are required to write comprehensive essays explaining various historical concepts. They are required to write these essays in a precise manner, referring to specific names, dates, and events. They are reminded that one of their chief goals should be to write clear, well-organized essays. In effect, students are expected to have an understanding of the development of New York City from its founding to the present day. In addition, they will experience *how* History is developed, *how* to conceptualize events, *how* to question developments, and *how* to explore the "whys" of History. They will learn that History is more than just names, dates, and places. They will learn that History has meaning and significance. In addition, they are expected to speak and especially to write in a clear, well organized manner. Students will be assessed partially through oral quizzes in class and by lengthy written essays which will account for a large percent of the student's ultimate grade.

### Course Outline

#### I. Genesis

The city in history and the Dutch seaborne empire.

#### II. The Founding of New York

The origin of New York as a colony of the Dutch West India Company; its people; the struggle for economic and political freedom; and its conquest by the English.

#### III. New York as an 18<sup>th</sup> Century Municipality

Its government as an English colony; its economic development; its people both patricians and plebeians; its culture; its role in the War for Independence.

#### III. The Making of the Metropolis

New York in the new nation; its rise as the great commercial emporium in America; its port; the Erie Canal and its role in the winning of the west; its connection to the Cotton Kingdom; the urban transportation revolution—omnibus, horse-car, trolley, elevator, and subway; the public parks movement; corruption in the City; the great tide of European immigration.

#### V. The City in the 20<sup>th</sup> Century

New York's physical changes—skyscrapers; removal of elms; shifting population to the outer boroughs; the Great Depression and the LaGuardia Revolution; the new immigrants—Negroes, Hispanics, and Asians; new problems—crime, schools, welfare,

deficits, taxes; the City in the Age of Suburbia; middle-class flight; new economy; gentrification, rebirth?!

### Select Bibliography

#### General:

E. G. Burrows & M. Wallace, *Gotham: A History of New York City to 1898*

R. Shorto, *The City at the Center of the World*

I. N. P. Stokes, *The Iconography of Manhattan*

M. Klein, *New York: The Centennial Years, 1676-1996*

E. Willensky & N. White, *ALA Guide to New York City*

WPA, *Guide to New York City*

K. Jackson, *Encyclopedia of New York City*

#### Colonial Period:

C. R. Boxer, *The Dutch Seaborne Empire*

M. Kammen, *Colonial New York*

H. Kessler & E. Rachlis, *Peter Stuyvesant and His New York*

H. & B. Van Der Zee, *A Sweet & Alien Land: The Story of Dutch New York*

E. L. Raesly, *Portrait of New Netherland*

T. J. Archdeacon, *New York City, 1664-1710*

A. E. Peterson, *New York as an 18th Century City, Prior to 1731*

G. W. Edwards, *New York As an 18th Century City, 1731-1776*

V. D. Harrington, *The New York Merchants on the Eve of the Revolution*

E. J. McManus, *Slavery in New York*

C. L. Becker, *The History of Political Parties in the Province of New York, 1770-1776*

P. U. Bonomi, *A Factious People: Politics & Society in Colonial New York*

B. Bliven, *Under the Guns: New York 1775-1776*

O. T. Barck, *New York City during the War for Independence*

W. C. Abbott, *New York in the American Revolution*

D. McCullough, *1776*

### 19<sup>th</sup> Century:

S. I. Pomerantz, *New York, an American City, 1783-1803*

R. G. Albion, *The Rise of New York Port, 1815-1860*

T. Kessner, *Capital City: New York and the Men Behind America's Rise to Economic Dominance, 1860-1900*

E. K. Spann, *The New Metropolis: New York City, 1840-1857*

D. McCullough, *The Great Bridge*

H. H. Reed & S. Duckworth, *Central Park: A History and a Guide*

C. Lancaster, *Prospect Park Handbook*

F. L. Olmstead, *Forty Years of Landscape Architecture: Central Park*

L. Hershkowitz, *Tweed's New York; Another Look*

J. Mushkat, *Tammany: The Evolution of a Political Machine, 1789-1865*

C. W. Cheape, *Moving the Masses: Urban Public Transit in New York, Boston, and Philadelphia, 1880-1912*

S. Fischler, *Uptown, Downtown: A Trip Through Time on New York's Subways*

D. Ravitch, *The Great School Wars: New York City 1805-1973*

C. Lockwood, *Manhattan Moves Uptown*

O. & M. Handlin, *The Uprooted*

T. Kessner, *The Golden Door: Italian and Jewish Immigrant Mobility in New York City, 1880-1915*

J. Riis, *How the Other Half Lives*

S. Birmingham, *Our Crowd, The Great Jewish Families of New York*

## 20<sup>th</sup> Century

T. Kessner & B. B. Caroli, *Today's Immigrants, Their Stories: A New Look at the Newest Americans*

R. A. Caro, *The Power Broker: Robert Moses and the Fall of New York*

G. Osofsky, *Harlem: The Making of a Ghetto*

J. S. Gurock, *When Harlem Was Jewish, 1870-1930*

O. Handlin, *Al Smith and His America*

T. Kessner, *Fiorello H. LaGuardia and the Making of Modern New York*

H. Mitgang, *The Man Who Rode the Tiger: The Life of Judge Samuel Seabury*

D. Glazer & P. Moynihan, *Beyond the Melting Pot*

R. Starr, *The Rise and Fall of New York City*

D. A. Mackay, *The Building of Manhattan*

K. Jackson, *Crabgrass Frontier: The Suburbanization of the United States*

## Student Learning Outcomes

### Learning Goals:

1. Students should learn the main forces that shaped New York City's history.
2. Students should learn how historians evaluate developments in history.
3. Students should be able to express their ideas in a clear, precise manner.

### **Learning Outcomes:**

1. Students should be able to understand the basic forces that shaped New York City's development as the "city at the center of the world."

2. Students should be able to express their thoughts about New York City's history in a clear and precise manner.

### **Measurements:**

Students' ability to understand the forces that shaped New York City's history will be measured by a series of hour-long essay examinations as well as by their performance in daily oral quizzes in the classroom.

### **Evaluation:**

1. Students who achieve a "D" grade or higher on written examinations indicate that they achieved the class's learning goals.

2. Students who can express themselves clearly, precisely, and accurately in daily oral quizzes indicate that they have mastered the learning goals assigned for that particular lesson for that particular day.