

## **FYS 032: New York, New York**

Instructor: Mary Beth Holtey

Office: Harmon Fine Arts Center, Rm 268A (second floor, north side of the building)

Office Hours: I have availability Monday – Friday, 8 a.m. – 4 p.m., but I request you make an appointment as I work full-time as Assistant Dean for Student Affairs in the College of Arts and Sciences.

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### **Course Description**

New York City has served as the backdrop for countless books, movies and television shows. It's a cultural icon. But how did New York City make the leap from Dutch colony to one of the world's most influential cities? In this course we will examine the city's early and modern history in the context of location and reform. Focus will be given to the large influx of people who entered the United States through Ellis Island, the ramifications of events such as the Triangle Shirtwaist Factory Fire, the rise of muckraking journalism and the political machine, Tammany Hall.

### **Required Reading**

How the Other Half Lives: Studies among the Tenements of New York, Jacob Riis (Ebook through Cowles Library)

When Did the Statue of Liberty Turn Green?: And 101 Other Questions about New York City, The Staff of the New-York Historical Society. Library, Nina Nazionale and Jean Ashton (Ebook through Cowles Library - \*\*Access using the Jstor link)

\*\*Additional online readings detailed by date, beginning on page two of this syllabus.

### **Goals and Participation**

First Year Seminars are designed to help facilitate your successful transition to college. As such, we will dedicate early meetings to learning how to access student services, successfully navigate the library and utilize technology at Drake.

This course is also an introduction to college writing, reading and critical thinking. Far less important in college than it was in high school, is rote memorization. I don't want you to memorize a series of dates. I would greatly prefer that you work to connect your daily life to historical events and the actions of well-known and everyday people alike.

Furthermore, upon completion of this course, I want you to know how to better read, write, speak, think and organize – applicable skills to any career.

As I was once a college student and now try to operate as a reasonable human being, I understand the transition to college is not always a smooth one. With this in mind, I will not be grading the first paper you submit. Instead, I will provide you with feedback to better inform your writing of a second paper, which will be graded.

### **Attendance and Participation Policy**

It's been said that most of life is showing up; thus, I expect you to attend each class. I will allow two absences over the course of the semester. If after having missed two courses, you miss additional course meeting(s), I will reduce your final grade by one letter grade. Participation, or speaking up can be difficult, but it is an important aspect of adult life. Please consider this course practice for other presentations and interactions you will have in your collegiate and professional life.

### **A Note on Technology**

I realize you do not need to be sitting behind a computer to not be truly present in class, so I have no objection to your bringing a laptop to class...but please use your laptop wisely. Please silence your cell phone and do not text during class. Likewise, if your hands are underneath your desk, and your face has taken on an unearthly glow, I will realize you're using your phone. Please don't make me take away your phone. It will be awkward for both of us.

### **Course Requirements and Grading**

In addition to your first paper (no less than three pages) which will not be graded, you will be asked to write an additional two four-page papers. In the latter portion of the course, I will ask you (and a partner, if you would like to work in a team or triad) to lead a class discussion on a topic of your choosing, tangential to a course reading. The topic

of your discussion will need to be approved by myself and I can help you to fine tune your idea if necessary. A final paper, of no less than five pages, will be due at the end of the semester.

Attendance/Participation/Quizzes	Daily	25%
Quizzes will consist of ten questions. I will drop your lowest quiz grade. **You will not have a quiz every class meeting; quizzes will not be announced. If you miss a class day on which a quiz is given, you will take a (different) quiz of proportional difficulty to the one completed by your peers, in-class.		
Papers Two and Three (20% each)		40%
Paper One (not graded)	Due Noon – Friday, Sept 13	
Paper Two	Due Noon – Friday, Sept 27	
Paper Three	Due Noon – Friday, Oct 18	
Discussion Presentation	Weeks of Nov 19 and Dec 3	15%
Final Paper	Due Noon – Friday, Dec. 13	20%

Please cite your papers using Chicago-Style citation. You can find information online at [www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) as well as at <https://owl.english.purdue.edu/owl/>.

\*\*Note that many online sources through Cowles Library include a citation link, allowing you to view a citation formatted in Chicago-Style.

All papers are to be **submitted electronically by noon on their due date**. Late papers will be docked one letter grade. Please email me your paper, from your Drake email account to my Drake email account - [marybeth.holtey@drake.edu](mailto:marybeth.holtey@drake.edu). I highly recommend keeping all papers you send in your inbox's sent folder until your final grade is posted at the end of the semester. Thus, if there is any question about whether a paper was sent, you can send me a screenshot of your inbox's sent folder, showing me the day and time your paper was sent.

Grades in all FYS sections utilize plus/minus (+/-) grading. For information on +/- grading, please see [www.drake.edu/registrar/gradesandgpa/plusminus/](http://www.drake.edu/registrar/gradesandgpa/plusminus/).

### **A Word on Grade Comparison: (Don't)**

It can be tempting to compare grades with your classmates as you live near each other and are completing the same assignments. Learning that a classmate has earned a higher grade can be frustrating when you think you performed as well, or more likely, better, on the assignment(s). But please consider – the person who tells you he/she earned a high grade, may not have. The urge to save face is strong; remember this when learning about a classmate's "higher" grade.

### **Accommodations**

Accommodations are coordinated with the Student Disability Services Office, Old Main, Rm 107. Please contact Michelle Laughlin, Coordinator of Student Disability Services, at 515.281.1835 or [michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu).

### **The Writing Workshop**

The Writing Workshop is a **free** resource available to you. Students who work in the Writing Workshop can help you to strengthen your written work. View <https://library.drake.edu/writing-workshop/> for additional information and to make an appointment. *If you review a paper with a tutor in the writing workshop, he/she will send me an email.*

### **Week by Week**

Aug 27: Introduction to Course and Review of Syllabus, In-Class Activity

Aug 29: Drake 101: What You Need to Know Now – Important Dates/Campus Offices  
Creation of In-Class Discussion Guidelines

Sept 3: New York 101, Part I: Introduction to New York, common terms and an overview of city's history, with emphasis on the immigrant experience in New York

**Reading:** When Did the Statue of Liberty Turn Green?, pp 1 – 24

Sept 5: Library Overview – Cowles Library, Rm 45 (basement, west side of the library)

Sept 10: New York 101, Part II: Introduction to New York, common terms and an overview of city's history, with emphasis on the immigrant experience in New York

**Reading:** Chapters 1 – 4, How the Other Half Lives

**Reading:** [www.history.com/topics/immigration/tenements](http://www.history.com/topics/immigration/tenements)

Sept 12: Expectations of a College Paper/Peer Draft Review – Email me Draft of your First Paper by Noon on Sept 12.

**\*\*As I will be asking you to review your paper with peers, you should consider not writing anything of a highly personal nature for this draft. By emailing me your draft, I will create a cover sheet and code for your paper; only I will know the code. Your paper will then be handed back at the end of class time, based on your assigned code.**

Friday, Sept 13 (Noon): **First paper due** (not graded).

Annie Moore was seventeen when she became the first immigrant to enter Ellis Island when it opened in 1892. She was accompanied by her two younger brothers. The three siblings were meeting their parents and two older siblings, who had immigrated to New York previously. You've also learned more about (what is known) of Annie's life after she arrived in New York.

In the library, we learned how to access databases. For this first writing assignment, I want you to reflect on your first three weeks at Drake. Compare the excitement, frustrations and fears which you're experiencing, with those that you think Annie, or another immigrant to New York would have experienced.

Potential Prompts for Your Paper:

- What has surprised you about your first weeks at Drake?
- How have those positive, scary and maybe negative experiences changed your perception of yourself and of college?
- In thinking about Annie's experience in New York, or that of an immigrant whose story you find, think about his/her frustrations, disappointments and victories. Are they so different from those you're experiencing, even though there are great differences in time and experience between you and a new immigrant?

Sept 17: The Impact of Alexander Hamilton

**Reading:** [www.history.com/topics/american-revolution/alexander-hamilton](http://www.history.com/topics/american-revolution/alexander-hamilton)

Sept 19: Class Discussion of Paper One/Topic: Planning the City: The Commissioners' Plan of 1811

**Reading:** When Did the Statue of Liberty Turn Green?, pp 99 – 134

**Reading:** Through Cowles Library: Nazaryan, Alexander. "The Greatest Grid: The Master Plan of Manhattan, 1811-2011." New Criterion, April 2012.

Sept 24: Topic: Planning the City: Commissioners' Plan of 1811 (Continued) and The Impact of Erie Canal

**Reading:** [www.history.com/topics/landmarks/erie-canal](http://www.history.com/topics/landmarks/erie-canal)

Sept 26: In-Class Lecture: Tammany Hall

**Reading:** [www.history.com/topics/tammany-hall](http://www.history.com/topics/tammany-hall)

Friday, Sept 27 (Noon): **Second paper due** (graded).

While the city's grid plan was not without its critics in both the nineteenth century and now, the grid formation has had a tremendous impact on the city's development. Identify three impacts of the grid plan. Identified impacts can be aesthetic, commercial/economic, logistical (ease of moving around city), etc. Do you think building (most) of the city on a grid was a well-thought out decision? Craft an argument supporting or opposing the grid. Think about how those living in the city then and now would benefit (or not) from the grid plan. Use your identified impacts to determine the pros (and/or cons) of the grid plan.

**A Hint on Making an Argument:** A paper that makes an argument states not only the most important factor leading to an event, but also discounts (or debunks) other potential factors/consequences, a la, "While some historians would argue x was the leading cause of y, those arguments do not fully consider a."

Oct 1: Topic: Women's Lives/Struggles of Daily Life

**Reading:** Through Cowles Library: Law, seduction, and the sentimental heroine: The case of Amelia Norman, Hibbard, AL ; Parry, Jt.

In-Class: The Story of Natalie Gumpertz

Oct 3: Topic: How the Other Half (\$) Lives

**Reading:** Through Cowles Library: Rich Man's City: Hotels & Mansions of Gilded Age New York, Berger, Molly.

**Reading:** Chapters 11 – 14, How the Other Half Lives

Oct 8: Topic: Gangs of New York

**Reading:** [www.history.com/news/7-infamous-gangs-of-new-york](http://www.history.com/news/7-infamous-gangs-of-new-york)

Oct 10: Class Lunch/In-Class Activity (Provided by instructor, but bring your own drink)

Oct 15: No Class, Fall Break

Oct 17: Topic: Central Park/Paper Three Preparation

**Reading:** Through Cowles Library: Brown, Jeff L. "The Making of Central Park. (New York City's Central Park)." *Civil Engineering* 83, no. 1 (2013): 40-43.

Friday, Oct 18 (Noon): **Third Paper Due** (graded).

Through the stories of Amelia Norman and Natalie Gumpertz, we find that the New York City we may associate with glitz and glamour is not the New York many knew in the mid-nineteenth century. Women especially, were held to a high standard, with their "virtue" being closely tied to their morality. What do laws of coverture and sentimental novels tell us about women's lives and family life in mid-nineteenth century New York? According to Riis, are the working girls of New York to blame for their actions? Would Riis be sympathetic to Amelia Norman? If this trial occurred today, would the verdict be the same?

Oct 22: Topic: The Making of Modern Day New York

**Reading:** [www.history.com/topics/landmarks/brooklyn-bridge](http://www.history.com/topics/landmarks/brooklyn-bridge)

**Reading:** [www.history.com/news/statue-of-liberty-icon-building](http://www.history.com/news/statue-of-liberty-icon-building)

Oct 24: Topic: How to Register for Spring 2020 Courses

Oct 29: Topic: Reform in the City – The Children's Aid Society and Laying the Groundwork for Today's Foster Care System

**Reading:** Chapters 15 – 17, How the Other Half Lives

Oct 31: Topic: Reform in the City – Sanitation in the City

**Reading:** [www.history.com/topics/george-waring](http://www.history.com/topics/george-waring)

Nov 5: Topic: Reform in the City – The Triangle Shirtwaist Factory Fire

**Reading:** Through Cowles Library: Greenwald, Judy. "Triangle Shirtwaist Fire Brought Safety Changes; 1911 Tragedy Spurred Laws to Protect Workers." *Business Insurance* 45, no. 11 (2011): 0001.

\*\*On Nov 5, you will complete an in-class survey in which you will suggest a topic for your class presentation.

Nov 7: Topic: In-Class Activity: New York in Television and Movies + Overview of a College Presentation and Approval/Distribution of Presentation Topics/Presentation Appointment Day/Time and Presentation Date/Order

Nov 12: Class Presentation Appointments (Half class meets with me in Cowles Library, Café Area)

Nov 14: Class Presentation Appointments (Half class meets with me in Cowles Library, Café Area)

Nov 19: Class Presentations

Nov 21: Class Presentations

Nov 26: Class will **not** meet on the Tuesday prior to Thanksgiving

Nov 28: No Class, Thanksgiving Holiday

Dec 3: Class Presentations

Dec 5: Class Wrap-Up "Spare Time" for a class presentation(s)/Course Evaluations

Friday, Dec 6: Dead Day – No Class/No University Activities – Day Reserved for Study

\*\*I will be in Cowles Library, Café Area on **Friday, Dec 6, 9:00 – 11:00 a.m.**, should you wish for help with your final paper. Classes do not meet Finals Week, Monday, Dec 9– Friday, Dec 13.

Friday, Dec 13 (Noon): **Final Paper Due** (graded). You have spent the semester learning about New York's history and people. What do you think are the most compelling reasons for New York's iconic stature? If any particular event did not occur, would New York conjure the same sentiment? Think in terms of location, city planning, commerce and major personalities to defend your argument.

### **Academic Dishonesty and Plagiarism**

Taken from the Student Handbook - [www.drake.edu/studentlife/handbook-resources/handbook/academic/](http://www.drake.edu/studentlife/handbook-resources/handbook/academic/).

#### **Definitions**

A student who cheats or plagiarizes commits an offense against the entire University community. Cheating, plagiarism or dishonesty in academic work is cause for dismissal from the University. Cheating is defined as an act or attempted act of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as misrepresenting other's ideas, phrases or discourse as one's own.

#### **Penalties**

The penalty for cheating or plagiarism will vary from incident to incident. Initiation of action that can lead to a penalty is primarily the prerogative of the faculty member involved. The possible penalties include a reprimand, grade penalty, dismissal from the course and a recommendation for dismissal from the University. **In this course, plagiarism will result in a failing grade for the assignment.**

#### **Appeals**

A student may appeal a charge of cheating or plagiarism in accordance with the appeal procedure of the College of Arts and Sciences.

#### **Title IX Information**

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are legally confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources can explain how to locate support resources, file a complaint within the university, or file criminal

charges – these non-confidential resources need to share incidents of sexual and interpersonal misconduct with the Title IX Coordinator.

As an instructor, I am non-confidential; however, please know that sharing with the university does not mean the individual must participate in a formal university or criminal process; an individual could request confidentiality through the University, for example. Other services the university can provide include safety planning, counseling, disability or immigration services and assistance in academic and housing accommodations as needed.

- Resources and reporting options can be found on the Title IX webpage at [www.drake.edu/titleix](http://www.drake.edu/titleix).
- Violence Intervention Partner (V.I.P.) provides peer-based 24/7 confidential support and advocacy services. To access a V.I.P. advocate call or text 515-512-2972.