

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, 7:30 a.m. – 3 p.m., but I request you make an appointment as I work in the College of Arts and Sciences. *I will be on-campus/in-person on Tuesdays and Thursday, during the fall.* You can view my availability, and appointments may be made by accessing Starfish. Appointments may be in-person on Tuesday or Thursday or virtual on Monday, Wednesday and Friday.

Phone: 515.271.2801

Email: marybeth.holtey@drake.edu

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.

COVID Notes

When we do meet in person, we will all wear masks or a face shield and maintain social distance to minimize the likelihood of the spread of the novel coronavirus. Doing so is not only a requirement in my class, but is also a campus-wide policy. I will ask those who choose not to wear a mask to leave the classroom and, following guidance from the Provost's office, I will alert the Dean of Students' office. As a last resort, if a student without a mask refuses to leave class, I will contact Drake Public Safety.

Camera Use for Virtual Attendees: A substantial part of your learning in this course will depend on your active and attentive engagement in class discussions and other collaborative learning opportunities. I strongly encourage you to turn on your camera during collaborative exchanges to help sustain a sense of community and co-presence as we learn together. However, doing so is not required.

Instructions for Students who Test Positive: If you test positive for Covid-19 or have been exposed and need to isolate yourself, please send an email to dos@drake.edu from your Drake email account and include your full name and student ID along with information about your situation. College and schools' deans' offices will then contact your professors, who will work with you to provide fully virtual learning opportunities during your quarantine and/or recovery. If possible, however, please also alert me directly that you will begin attending virtually, and I will work with you to help you make the transition to that modality. You do not need to tell me why you need to move to a virtual experience.

You cannot be required to disclose medical information—about Covid-19 or any illness—to your professors. Professors who do learn of their students' health status must not share that information with other students.

Instructions for Students about Self-Monitoring and Experiencing symptoms. Please carefully monitor your own health and wellbeing throughout the semester, including frequently taking your own temperature. If you experience Covid-19 symptoms or a fever, even if you do not test positive, *please do not come to an in-person class meeting.* In addition to alerting the dean of students' office at dos@drake.edu, please alert me that you will begin attending virtually, and I will work with you to help you make the transition. You do not need to tell me why you need to move to a virtual experience.

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 three 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 (though health constraints will not be counted as absences). 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 fewer 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.		
Papers Two and Three (20% each)		40%
Paper One (not graded), Three Pages	Due Noon – Friday, Sept 18	
Paper Two (Four Pages)	Due Noon – Friday, Sept 25	
Paper Three (Four Pages)	Due Noon – Friday, Oct 16	
Discussion Presentation	Weeks of Nov 17 and Dec 1	15%

Please cite your papers using Chicago-Style citation. You can find information online at 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 and paste it into your paper.

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, *as an attachment*. 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.

FYS sections utilize plus/minus (+/-) grading. For information see 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. Please contact sds@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 (*Note: I reserve the right to make updates to the syllabus, but never in a way that creates difficulty, i.e., I would not move an assignment forward*).

Aug 25 (Virtual through Bb Collaborate): Introduction to Course and Review of Syllabus

Aug 27 (Virtual through Bb Collaborate): Drake 101: What You Need to Know Now – Important Dates/Campus Offices
Creation of In-Class Discussion Guidelines

Sept 1: New York 101, Part I: Introduction to New York, common terms and an overview of the city's history

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

In Class: A New York State of Mind: From the list below, choose a New York City neighborhood/location/landmark. For approximately one minute, please tell your classmates why they may have heard of this location, why it is significant to New York's history and/or culture and where it is specifically located on the island of Manhattan. It's fine if more than one person presents on the same location.

(The) Battery
Brooklyn Bridge
Bryant Park
Carnegie Hall
Chinatown
Chrysler Building
Columbus Circle
Empire State Building
Flat Iron Building
Gramercy Park

Grand Central
Greenwich Village
Harlem
Hell's Kitchen
Madison Avenue
Meatpacking District
MoMA
Nolita
Rockefeller Center
SoHo

Strawberry Fields
Times Square
Tribeca
Trinity Church
Union Square
Wall Street
Washington Heights
Washington Square
(The) Whitney

Sept 3: Library Overview (Virtual – Information to Follow)

Sept 8: New York 101, Part II: Introduction to New York, common terms and an overview of the city's history

Reading: When Did the Statue of Liberty Turn Green?, pp 25 – 98

In-Class Activity: Fake Quiz (Not Graded): I will pull the questions from the Ada Huxtable, Crosshatching a Miracle, Mar 27 2012 WSJ article. All Drake students have free access to the WSJ.

Sept 10: New York 101, Part III: Introduction to New York, common terms and an overview of the city's history

Sept 15: The Impact of Alexander Hamilton

Reading: www.history.com/topics/american-revolution/alexander-hamilton

Sept 17: Peer Draft Review – Email me a Draft of your First Paper before 8 a.m. on Sept 17 (I will print them when I get to the office)

**As I will be asking you to review your paper with peers (anonymously), 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 be handed back, based on your assigned code.

Friday, Sept 18 (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 session, we learned how to access databases. For this first writing assignment, I want you to reflect on your first 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. Connect your experience to that of an individual(s) whose story you found by accessing a library database.

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 22: 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

Friday, Sept 25 (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.”

Sept 29: Topic: Gangs of New York and Chinatown’s Development

Reading: www.history.com/news/7-infamous-gangs-of-new-york

Oct 1: In-Class Lecture: Tammany Hall

Reading: www.history.com/topics/tammany-hall

Oct 6: Topic: How the Other Half (\$) Lives, Part I

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

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

Reading: www.history.com/topics/immigration/tenements

Oct 8: Topic: How the Other Half Lives, Part II

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

In-Class: The Story of Natalie Gumpertz/Summarizing the Norman Case for Oct 13 Discussion

Oct 13: Topic: Women’s Lives/Struggles of Daily Life (Discussion)

Reading: Through Cowles Library: Law, seduction, and the sentimental heroine: The case of Amelia Norman, Hibbard, Andrea L, ; Parry, John T.

Oct 15: Topic: Central Park/Paper Three Preparation (as needed)

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 16 (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 20: Topic: Reform in the City – The Children’s Aid Society: Laying the Groundwork for Today’s Foster Care System

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

Oct 22: Topic: How to Register for Spring 2021 Courses

Oct 27: Topic: The Making of Modern Day New York

Reading: www.history.com/topics/landmarks/brooklyn-bridge

Reading: www.history.com/news/statue-of-liberty-icon-building

Oct 29: Topic: Reform in the City – Sanitation in the City

Reading: www.history.com/topics/george-waring

Nov 3: Topic: Reform in the City – The Triangle Shirtwaist Factory Fire

Reading: New York Times articles in Blackboard

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

Nov 5: 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 10: Class Presentation Appointments (Half class meets with me virtually – I will send you an individual meeting request)

Nov 12: Class Presentation Appointments (Half class meets with me virtually – I will send you an individual meeting request)

Nov 17: Class Presentations

Nov 19: Class Presentations

Nov 24: No Class, Thanksgiving Break

Nov 26: No Class, Thanksgiving Break

Dec 1: Class Presentations

Dec 3: Class Wrap-Up “Spare Time” for a class presentation(s)/Course Evaluation/Final Paper Questions

Friday, Dec 4: Dead Day – No Class/No University Activities – Day Reserved for Study

I will be available virtually from **9:00 – 11:00 a.m., should you wish for help with your final paper. If you request a time, I will send you an individual meeting link.

Friday, Dec 11 (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/.

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.
- 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. See www.drake.edu/violence-prevention/vipviolenceinterventionpartners/.