

ROCHESTER POLITICS AND PLACES

PSC 194

Spring Semester 2010 (Revised)

Wednesdays 2:00-4:40 p.m.

525 Morey Hall

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Office Hours:
Wed 11-12,
or by appointment

Teaching Assistant

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Tues, 7-9, ITS

COURSE DESCRIPTION

Home to Frederick Douglass, Susan B. Anthony, and George Eastman, upstate New York has been the seedbed for many of the most important events in American history. In this seminar, students will discover the rich history of Rochester as well as learn about current debates over political organization, racial and economic segregation, suburbanization, and economic change. The course will emphasize five major themes: urbanization and religious revivalism in the 1820s and 1830s; movements for citizenship and women's rights; reform initiatives during the Progressive Era; economic and racial changes in the 20th century; and city politics in the 20th and 21st centuries. As part of the course, students will visit sites in and around the city as well as meet and talk with political figures active in the city today.

OBJECTIVES

1. To acquaint students with the history and politics of Rochester and the western New York region.
2. To introduce students to research in political science, history, and African American studies.
3. To familiarize students with perspectives on American politics which are informed by research on religion, gender, and race.

REQUIRED TEXTS

Blake McKelvey, *Rochester on the Genesee*.
Paul E. Johnson, *A Shopkeeper's Millennium*.
Glenda Elizabeth Gilmore, *Who Were the Progressives?*
Thomas J. Sugrue, *The Origins of the Urban Crisis*.

COURSE REQUIREMENTS

GRADING

Attendance	10%
Participation	20%
Short Papers	30%
Research Papers	40%

CLASS ATTENDANCE AND PARTICIPATION. Regular attendance and participation in class and at scheduled off-campus tours are required. Because the exchange of ideas is an important part of learning, you are encouraged to frequently ask questions and share your informed opinions during class discussions. Reading and any additional assignments should be completed before class on the day assigned. Late assignments will not be accepted without prior permission except in cases of unforeseen emergency. Students with special needs should meet with Professor Sinclair-Chapman early in the semester so that proper accommodations can be made in a timely fashion.

DISCUSSION LEADERS. Each student will lead class discussion (individually or as part of a group) at least once during the semester depending on the rotation schedule. The rotation schedule will be based on the number of students in the course and will be assigned by the instructor. After meeting with each other to discuss the readings, discussion leaders are welcome to meet with me or the teaching assistant, as a group, during office hours (or by appointment) prior to their presentations. Students should be prepared to discuss the readings in terms of important contributions from the authors, weaknesses or potential areas for future research, and continuities or discontinuities from earlier readings. Each discussion leader is expected to complete all of the readings for the week.

SHORT PAPERS. Three (3) short papers will be used to calculate 30% of your final grade. Short papers should follow proper writing, spelling, and grammar rules, and be at least 2 pages in length with 1 ½ inch margins and a 12-point font. Papers should address a central question in the readings, critically evaluate the readings, or analyze underlying issues in the readings. They should demonstrate an understanding of the major points raised in the readings and the evidence offered in support of those points. Students should submit at least one short paper by March 3rd. A missed assignment will result in a grade of zero.

RESEARCH PAPERS. Two (2) medium-length research papers will be used to calculate 40% of your final grade. Papers should follow proper writing, spelling, and grammar rules, and be 6-8 pages in length with 1-inch margins and a 12-point font. Your first research paper should be directly related to a local historical person, such as Frederick Douglass or Joseph Smith, or place of interest, such as Seneca Falls. If possible, the class will visit the site with you as a tour guide. Your second paper should address an issue broadly related to recent Rochester politics. For instance, in your second paper you might write about the politics of suburban annexation or analyze the powers of the county executive or mayor. Your first research paper is at the beginning of class on or before Wednesday, March 17; your second paper is due by email to Professor Sinclair-Chapman no later than midnight on Wednesday, May 5th.

ACADEMIC HONESTY. You are expected to turn in material that you have completed yourself. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Both cheating and plagiarism are serious offenses that will be reported for disciplinary action. Please refer to the University Handbook and/or speak with the instructors if you have any questions in this area.

COURSE SCHEDULE

INTRODUCTION AND COURSE OVERVIEW
Jan 13

19TH CENTURY ROCHESTER

CANAL TOWN

Jan 20

Read: McKelvey, *Rochester on the Genesee*, pp. 1-42.
Johnson, *Shopkeeper's Millennium*, pp. 1-61.

RELIGIOUS REVIVALISM

Jan 27

Read: Johnson, *Shopkeeper's Millennium*, pp. 62-141.

NEGOTIATING CITIZENSHIP

Feb 3

Read: Sandra Thomas, "A Biography of the Life of Frederick Douglass."
Frederick Douglass, "What to the Slave is the Fourth of July?," speech, Rochester, N.Y., 5 July 1852.
Eric Foner, "The Meaning of Freedom in the Age of Emancipation," *Journal of American History* 81 (1994), 435-460.

THE WOMEN'S SUFFRAGE MOVEMENT

Feb 10

Read: Anne Firor Scott, "On Seeing and Not Seeing: A Case of Historical Invisibility," *Journal of American History* 71 (1984), 7-21.
Paula Baker, "The Domestication of Politics: Women and American Political Society, 1780-1920," *American Historical Review* 89 (1984), 620-647.

Feb 17

Read: "An Account of the Proceedings on the Trial of Susan B. Anthony, on the Charge of Illegal Voting at the Presidential Election in Nov., 1872," *Daily Democrat and Chronicle Book Print* (1874).
Brown, Elsa Barkley, "To Catch the Vision of Freedom: Reconstructing Southern Black Women's Political History, 1865-1880," in *African American Women and the Vote, 1873-1965*, edited by Ann Gordon (1997), 124-146.

FIRST TOUR OF CITY AND REGION

Feb 24

THE GROWING CITY

Mar 3

Read: McKelvey, *Rochester on the Genesee*, pp. 43-154.

SPRING BREAK

Mar 10

20TH AND 21ST CENTURY ROCHESTER

ROCHESTER DURING THE PROGRESSIVE ERA

Mar 17

Read: McKelvey, *Rochester on the Genesee*, pp. 155-189.
Gilmore, *Who Were the Progressives?*, pp. 1-42, 77-139.

CLASS, ETHNICITY, AND GENDER IN THE PROGRESSIVE ERA

Mar 24

Read: Gilmore, *Who Were the Progressives?*, pp. 141-265.

URBAN DECLINE AND UNEMPLOYMENT

Mar 31

Read: Sugrue, *Origins of the Urban Crisis*, pp. 1-177.

RACE AND HOUSING

Apr 7

Read: Sugrue, *Origins of the Urban Crisis*, pp. 179-271.

SECOND TOUR OF CITY AND REGION

Apr 14

ROCHESTER IN THE 1960S

Apr 21

Read: McKelvey, *Rochester on the Genesee*, pp. 240-316.
View: Documentary on 1960s Riots.

ROCHESTER'S POLITICAL PRESENT AND FUTURE

Apr 28

Guest Speakers: Local Political Leaders.