



History of Rochester and Western New York



| HIST 179 | Spring 2021 | Mon-Wed 1815-1930 | Dewey 1-101 |

| Instructor: Morris A. Pierce, PhD | m.pierce@rochester.edu | Office hours Mon 1630-1730 RRL 401 or e-mail |

Required Coursework and Grading

- **Three research papers are required (30 points each)** – Each to be four to six double-spaced pages (not counting images, notes, etc.), longer papers are fine. Images, maps, etc., are encouraged. E-mailed PDF files are strongly preferred, but Word is ok. Paper copies are also acceptable. **Papers are due by the end of class on the date due, late papers will lose points.** Each paper will cover a topic of your choice from each of the three periods, but some topics may overlap periods which is fine. You must use and cite at least three sources (not counting Wikipedia), one of which must be a primary source, and include a list of references. Use any common citation form. Paper topics can be anything mentioned in class, on the syllabus, or the reference list, or anything else to do with Rochester and/or Western New York will be fine.
 - **Paper #1: Topic before 1900** – Due March 17th
 - **Paper #2: Topic after 1900** – Due April 21st
 - **Paper #4: Rochester's past, present, and future** – Due at 10 a.m. on Sunday, May 15th. Any topic of your choosing about Rochester and/or Western New York.
- **Paper #3: Historical or other site visit (10 points)** – Due on May 5th (last class meeting)
 - Visit a historical site, museum, or other location in Rochester or Western New York, research it and write three to four double-spaced pages about it and how well you think it delivers its message to the public. A virtual visit is acceptable, many local museum web sites include virtual tours, and many have YouTube videos.
- Assignment grades will be posted on Blackboard. The course grade will be based on the total number of points earned in the course, with letter grades assigned according to the following scale:

94-100	A	85-87	B	78-80	C	70-72	D
91-93	A-	82-84	B-	75-77	C-	68-69	D-
88-90	B+	80-81	C+	73-74	D+	0-67	E

Texts and Resources

A comprehensive list of references is posted on Blackboard. Lecture slides for each class will be posted on line. There is no assigned course textbook, but the following books are useful and recommended. Some have been scanned and will be posted on Blackboard.

Rochester, the Water-Power City, 1812-1854, by Blake McKelvey (1945) (available on archive.org)

Rochester, the Flower City, 1855-1890, by Blake McKelvey (1949)

Rochester, the Quest for Quality, 1890-1925, by Blake McKelvey (1956)

Rochester, the Emerging Metropolis, 1925-1961, by Blake McKelvey (1961)

Rochester on the Genesee: The Growth of a City, second edition, by Blake McKelvey (1993)

Smugtown, U.S.A., by Curt Gerling (1957)

A Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837, by Paul E. Johnson (1978)

The Burned-Over District: The Social and Intellectual History of Enthusiastic Religion in Western New York, 1800-1850, by Whitney R. Cross (1950)

Crucible of the Millennium: The Burned-Over District of New York in the 1840s, by Michael Barkun (1986)

The Remaking of a City: Rochester, New York 1964-1984 by Lou Buttino & Mark Hare

Sources - Many books and articles can be found on jstor.org, books.google.com, archive.org, HathiTrust.org, and the Rochester Public Library web site. Electronic copies of many newer books are available, with many relevant titles listed on the course reference list. Some of these require you to be logged into the UR network.

Links to several on-line local and regional newspapers are also included on the reference web page.

Primary Sources are immediate, first-hand accounts of a topic from people who had a direct connection with it.

Primary sources can include: Texts of laws and other original documents; Newspaper reports by reporters who witnessed an event or who quote people who did; Speeches, diaries, letters and interviews - what the people involved said or wrote; Datasets, survey data, such as census or economic statistics; Photographs, video, or audio that capture an event. E-mail me if you have a question about a particular source, as this can get fuzzy sometimes.

Remote Learning – In-person class attendance is encouraged but not required. Copies of the Powerpoint slides for each lecture will be posted on Blackboard along with a narrated video of the presentation (hopefully before the class meeting time). There is no synchronous (real-time) Zoom component as many students learning remotely are dispersed across multiple time zones. I endeavor to answer all e-mails within a day, and welcome questions and comments.

Class Schedule (subject to change)

1	1 February	Introduction, overview and course objectives. The Physical Geography of western New York – lakes, rivers, water, forests, mountains and swamps.
2	3 February	Indigenous peoples of western New York.
3	8 February	The conflict between France and England in western New York; The Proclamation Line of 1763; The American Revolution, the Sullivan Expedition and the Treaty of Paris
4	10 February	Becoming a State – Sovereignty, ownership, and settlement.
5	15 February	The Louisiana Purchase, the War of 1812 and the Problem of Transportation – Turnpikes, Rivers and Canals.
6	17 February	Settlement and growth of Rochester; Agriculture and flour milling
7	22 February	The Erie Canal, Horses, Railroads and the rise of Western New York
8	24 February	Poverty, Poor laws and Debtors' Prisons
9	1 March	The Burned-Over District
	3 March	Spring Semester Study Break - no class
10	8 March	Temperance and Women's Rights – The Rochester and Seneca Falls Conventions of 1848; Suffrage and New York's voting laws
11	10 March	Rochester and the telegraph
12	15 March	Slavery in New York, The Fugitive Slave Act, Abolitionists; the Underground Railroad and John Brown's Raid on Harper's Ferry
13	17 March	Paper #1 due The Civil War
14	22 March	A city of immigrants
15	24 March	Public, parochial, and private schools.
16	29 March	Business, Industry, and Labor
17	31 March	The struggle against monopolies.
18	5 April	Higher Education
19	7 April	Disease, Medicine, and Public Health; The Flexner Report and a new Medical School
20	12 April	Rapid transit and new suburbs
21	14 April	Electricity, gas, and telephones; Radio and television
22	19 April	World Wars and the Great Depression
23	21 April	Paper #2 due The Great Migration (1910 to 1970) and the local response
24	26 April	Highways and urban renewal
25	28 April	Smugtown, U.S.A.
26	3 May	The 1964 Riots and their aftermath
27	5 May	Paper #3 due The decline of industry and rise of a new economy
	16 May	Paper #4 due at 10 am on Sunday, May 16th (Last day of finals)



The College's credit hour policy on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 2 periods of 75 minutes each week. Students enrolled in HIST 179 are expected to devote at least one hour each week to identifying the main lines of argument in course readings, working alone or in groups, and to researching in depth their topics for their papers.

Students with disabilities: The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the [Office of Disability Resources](#) at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

Academic honesty: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at <http://www.rochester.edu/College/honesty/>.

For a helpful discussion of plagiarism (including subtle instances), see the American Historical Association's "Defining Plagiarism," <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>.