Brief Course Overview

Overarching Philosophy - *Think Critically, Act Justly*

Living in New Orleans we cannot help but be aware that they are surrounded by history. By American standards, New Orleans is *old* and that fact is central to our identity. Indeed, to walk through the city is to immerse yourself in a tangibly historical landscape, something we market endlessly to tourists. But ask around about the history of New Orleans and you will receive wildly different interpretations of what it is, usually in the form of stories that use creative fictions to distort historical realities. This course will invite you to challenge such mythologies by unpacking the motivations that have kept such narratives alive. Our material will encourage you to think critically about tangible matters affecting Loyola’s home from roughly 1650, when it was only a concept, until the late 20th century, including the social, political, economic, cultural, and geographical factors that have shaped who we are. Along the way we will hear from voices that have for too long gone unrepresented. Lastly, we will explore the factors that drive a common tendency to think of New Orleans as “unique” and therefore exceptional by considering the many ways it is representative, and thus, universal.

Required Course Materials

Course Readings and Media: All materials from this class will be available through your weekly content folders.

Online audio lectures: This course features eight (8) lectures in audio mp3 format. They contain metadata that allows them to assemble as an “album” for the course, with each track being a lecture. Your music library application (iTunes, etc.) should be able to handle the download. You will find these lectures in each weekly course module.
Reading List: Excerpts from books (PDF in Blackboard).


Journal Articles (available via login to Monroe Library journal databases).


All Other Course Material: Each module of this class will contain a folder with textual and audiovisual material that I have created for this class, including an MP3 file of a course lecture.

**Expected Student Learning Outcomes**

*By the end of this course, you will be able to:*

- Understand the concept of New Orleans as a place of *liminality* and how to apply this concept in an analysis of urban processes.
- Evaluate the extent to which global forces have shaped and continue to shape New Orleans.
- Identify what is universal about the city's urban experience in regional, national, and global contexts.
- Decide, on an individual basis, the characteristics that they believe define New Orleans's particular urban identity.

*Method of approach* - While many of you are not history majors (*historically speaking*, this has been true) this course will help you to master the methodological skills of the historian so that you might benefit from them in whatever field you pursue. The historical methodology that this course will stress fall into five key categories, which constitute a second, generalized history set of Learning Outcomes:

- Mastery of *secondary literature* – the original research and analysis performed by others.
- Informed engagement with *primary sources* (historical evidence) in a way that encourages you to formulate your own interpretation.
- Critical consumption (virtually or in person) of historical sites, media, and other forms of public performance that leads to an interpretation of how these elements shape historical consciousness.
- Engagement in a dialogue about these ideas with your peers.
- Expression of your ideas through effective writing.
**Week by Week Schedule**

*Overall Workflow* - As an online class, much of the reading and other material for this course might be completed on your own time as best fits your schedule. Please consider three factors, however, when planning out your time:

1. Make sure that you have completed all of the work on the schedule that appears on the calendar before our discussion session period begins. This will enable us to fully discuss the material in question and lead to an overall more productive time for everyone.
2. Consider reading and viewing the materials in the order presented on the syllabus. I have arranged them in this order for a reason.
3. Try to space out your work as closely to the calendar as possible. Putting things off for too long will not allow you enough time to keep up. Remember, this is a 16-week course stuffed into 8 weeks. This requires discipline on everybody's part.

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<thead>
<tr>
<th>Week of...</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 2</td>
<td>1</td>
<td>Introduction to the Liminal City/Humble Beginnings in Bienville's New Orleans: The French Colonial Period.</td>
<td>Expressing liminality as a concept for interpreting New Orleans. Considering approaches to urban history.</td>
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<td>Feb. 9</td>
<td>2</td>
<td>We’ll be Famous Someday: Indian, French, and Spanish Colonial New Orleans. *Note - this is the day of our</td>
<td>Understanding the role of New Orleans in Historical process &amp; modeling causation.</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Reading</td>
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<td>Feb. 16</td>
<td>3</td>
<td>River Boomtown: Dawning of the American Era</td>
<td>Measuring the impact of technological advance as a liminal force.</td>
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<td>Feb. 23</td>
<td>4</td>
<td>MARDI GRAS BREAK!</td>
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<td>March 1</td>
<td>5</td>
<td>All That Glitters: Antebellum Inequalities</td>
<td>Challenging conceptions of the antebellum period as a “golden age.”</td>
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<td>March 8</td>
<td>6</td>
<td>Revolution Won and Lost in Gilded Age New Orleans</td>
<td>Mapping the conditions of liminality in New Orleans that fostered social change.</td>
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<td>March 15</td>
<td>7</td>
<td>Vital and Triumphant: Cultural Flowering and Prosperity in the Early 20th Century</td>
<td>Understanding the role of liminal social spaces in cultural production and fostering creativity</td>
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<td>Date</td>
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<td>Topic</td>
<td>Author(s)</td>
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<td>April 5</td>
<td>10</td>
<td>Easter Break</td>
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<tr>
<td>TBD</td>
<td>11</td>
<td>Recap Session</td>
<td>Second in-person meeting/celebration</td>
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**Attendance Policy & Participation Expectations**

Attendance Policy - Participation in online activities in an online course is evidence of your effort and participation. If we have reached the third week of class and you have not engaged with any of the course material, we will have to have a Skype or telephone discussion whether or not you should drop the class.

Late Work - Being an online class, I try to be flexible on deadlines, but I encourage you to keep up with the work so as not to backload assignments. Assignments are due on the date posted on Blackboard. Blackboard automatically marks assignments “late” when they are submitted past this deadline. Assignments more than a week late will receive a 1 (one) full letter grade reduction. Assignments more than two weeks late will receive a 2 (two) full letter grade reduction. I will not accept any assignments that are more than three weeks late. No
assignment other than a final exam or final paper (if there is one) will be accepted after the last day of class.

What You Can Expect in Terms of Feedback - Graded assignments will have written feedback in Blackboard. I will write a paragraph of feedback for your work in the class at the mid-term that outlines successes, challenges, and goals.

Criteria for Assigning Course Grades:

Discussion and Engagement: 35% Each week will feature a discussion session that allows you to engage in active conversation with your peers about the topics we cover. These are mandatory. 8 total

Long-form reflections: 65% Each week will require that students complete a 500-600 word essay based on that week’s theme, readings, and lectures. 8 total.

Final: There is not a final exam this semester, but the long-form essays and discussions are intended to be cumulative in nature. For instance, students should be prepared to connect material from weeks 1 or 2 to material we engage in weeks 5 or 6.

General Policies:

Academic Honesty and Plagiarism
These regulations make up the Academic Honor Code for students at Loyola. This includes definitions of academic dishonesty such as plagiarism, and the processes determining findings of academic dishonesty and governing appeals. For more information, go to: http://2019bulletin.loyno.edu/academic-regulations/academic-honesty-and-plagiarism

Office for Accessible Education
Loyola is committed to offering classes that are inclusive. If you encounter disability related barriers in a course, please let the Office for Accessible Education (OAE) know immediately. To find out more about the accommodations process or if you need to discuss the accommodations you may be eligible for, please see our contact information below.

Undergraduate and graduate students with last names starting with A-L may contact:
Samantha Pollard
Phone: 504-865-2070
Email: smpollar@loyno.edu
Undergraduate and graduate students with last names starting with M-Z may contact:
Dario Bayardo
Phone: 504-865-2108
Email: dbayardo@loyno.edu
Monroe Library, 2nd Floor 504-865-2990 (front office) Email: oae@loyno.edu

Family Educational Rights and Privacy Act (FERPA)
Annually, Loyola University New Orleans informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of educational records. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. http://academicaffairs.loyno.edu/records/annual-notice-students-ferpa

J. Edgar & Louise S. Monroe Library
Librarians and library staff are eager to help students with finding, accessing, evaluating, and using books, journals, and many other information sources you might need for your coursework. The Monroe Library has a faculty librarian assigned to each program of study. Get to know your liaison and all of the things he or she can do for you. Make an appointment for help with your research paper or project. You can make an appointment to talk to a librarian in person, over the phone or through virtual conferencing to get help with any aspect of a research project. http://library.loyno.edu/

Information Technology
Information Technology provides on-campus computer systems assistance and technical support to students, faculty, and staff, through the support units of client services, computer services, distributed systems, telecommunications, and information management. Visit us online: http://academicaffairs.loyno.edu/infotech/student-computing Phone: (504) 865-2255

Student Success Center
Located on the second floor of the Monroe Library, the SSC is the one stop shop for assistance with academic success, writing, tutoring, career development and more. Go to http://www.loyno.edu/success for more information.

The Office of Writing and Learning Services (OWLS)
Located in the Student Success Center on the 2nd floor of the Monroe Library, OWLS offers a centralized space for all tutoring on campus. Free peer tutoring is provided in a wide variety of subjects, including mathematics, writing, science, and business. OWLS is a space where all
students come to gain confidence and strengthen their academic skills. Visit us on the second floor of the Monroe Library, call us at 865-2990, or make an appointment at https://loyno.mywconline.com/

Evacuation Policy - The university has a boilerplate evacuation policy that is supposed to appear on every syllabus. In the interest of time, you might find it linked here: http://academicaffairs.loyno.edu/syllabus-template-policy-undergraduate-and-non-law-graduate-courses. We can debate the utility of the university’s 10 evacuation points, but below are the non-debatable demands for this class: 1) Make sure you can get on Blackboard for this class. 2) Check your university email as frequently as possible 3) Know that a long evacuation or unpredictably long power outage will result in my invoking the Tenth Amendment (above) designed to enable us to complete our coursework as best as possible.

Schedule of Assignments - (See Blackboard for listing of Readings, Discussion Prompts, Media, Recorded Lectures, and Essay Topics.)

NOTE - Deviations and updates in Blackboard take priority over what you find here. However, every effort has been made to ensure this syllabus matches what you find in Blackboard. But, anything not covered by this syllabus may be addressed at a later date by the instructor. This syllabus is a working document. Expect revisions.