

## **HSS 404**

### **Infrastructure and Inequality in American History**

**Spring 2024**

Dr. Teal Arcadi, Department of History/Law Technology, and Culture Program.  
Office Hours: Tuesdays, 1:30-2:30, Cullimore Hall 326.

### **Meeting Time and Location**

Mondays and Wednesdays, 1:00-2:20pm, Cullimore Hall Lecture Hall 2.

### **Course Description**

Infrastructure systems rarely provide for all equally. This course asks you to investigate this common, but often hidden, reality—and explore how various infrastructures from American history have served some people and some interests at the expense of others. Why is this so? Why does infrastructure rarely benefit everyone it entangles? And who gets to decide who will win and who will lose? We will tackle these questions by way of a series of historical case studies that move sequentially through American history, from the nation's founding to the present. From canals and postal roads that integrated the fledgling United States after American independence to prisons and oil pipelines that define state building today, we will examine how power-wielders have used infrastructure to shape the nation's social, economic, and political geography with starkly disparate impacts. Infrastructure, in brief, offers an unusually useful means of studying the phenomenon of social inequality. As we explore this, students will work first in groups and then individually to conduct their own research on one of several possible topics, applying insights from class to their own analysis in real time.

### **Reading, Writing, and Thinking**

This course expects the highest level of reading comprehension, discussion participation, and writing that can be found at NJIT.

Reading assignments average 25 pages per class meeting, although some weeks have no reading at all. You must complete the readings for each class meeting BEFORE class. All readings will be available on Canvas or via links provided below in the syllabus.

You will also locate your own research materials as the course progresses, which you will need to read and study continuously as you work through assignments and craft your final research paper.

You will need to write continuously throughout term, both in the form of assignments and for your own progression toward the final research paper.

### **Grading**

*Syllabus quiz:* pass/fail with unlimited attempts, 5% of final grade if passed. This quiz is on Canvas and aims to make sure you understand the course's organization and logistics.

*Participation:* 10 points per class/20% of final grade. This course focuses heavily on in-class discussion. You must complete all assigned reading before each class meeting and be prepared to discuss 1) what the author(s)'s main arguments are, 2) what the author(s)'s main research methods are, and 3) what insights you believe they produced about the study of infrastructure and inequality. Additionally, be sure to listen actively, engage with your classmates, and maintain a high level of curiosity. What does each reading make you think about? What problems does it identify and try to solve? What is confusing and why? What parts do you not understand? How should we think about future research after reading each assignment? Etc. Your participation grade will be split into two halves of the semester: you will receive a participation grade worth 10% halfway through the semester, and another participation grade worth 10% at the end of the semester.

*Discussion posts:* pass/fail, sixteen posts with one omission permitted, 10% of grade. You must submit a discussion post on Canvas the evening prior to every class meeting in which there is assigned reading. The discussion post should 1) identify the author(s)'s main arguments, 2) describe a part of the reading(s) you don't understand and 3) pose a question about the author(s)'s research methods. Each discussion post in total should therefore be 3-5 sentences and must be posted on Canvas by no later than **5pm the day prior** to each class meeting in which there is assigned reading.

*Discussion opener:* 10 points, 10% of final grade. Once during the course, each student will be responsible for beginning a class meeting with a brief overview of the day's readings, followed by sharing 3-5 discussion questions to start our discussion. **See handout** on Canvas titled "Opening Discussion and Preparing Good Discussion Questions."

*Group Update #1:* 30 points, 10% of final grade. Each research group will collaboratively answer five guiding questions, and pose—but do not yet answer—five more questions that you decide on as a group. **See handout** on Canvas titled "Update #1." **Due Friday, February 23, 5pm, on Canvas.**

*Group Update #2:* 15 points, 10% of final grade. Working as a group, answer the five questions that you previously posed. **See handout** on Canvas titled "Update #2." **Due Friday, March 8, 5pm, on Canvas.**

*Individual Paper Draft:* 100 points, 15% of final grade. **See handout** on Canvas titled "Individual Paper Draft." **Due Friday, March 29, 5pm, on Canvas.**

*Final Paper:* 100 Points, 20% of final grade. **See handouts** on Canvas titled "Research Paper Overview" and "Final Paper." **Due Friday, May 3, 5pm, on Canvas.**

## **Course Requirements**

Enrolling in this class indicates an intellectual commitment on your part to the class and to all of the learners in it. Please be respectful of each other's learning needs at all times. If you have learning needs of any kind, please feel free to bring them to the attention of Dr. Arcadi so that we can ensure a productive and fair learning environment for everyone.

Laptops are permitted **only** for taking notes or for other educational needs. Use of devices for non-class-related purposes will result in an overall grade reduction of one half-letter per instance. Additionally, please be mindful that some students learn better *without* electronics; if you need to use your device to learn effectively that is acceptable, but remember that others around you may find it distracting and their needs are equally important.

Use of cellphones in class is strictly prohibited; use will result in an overall grade reduction of one half-letter per instance. Assignments handed in late **will not** be graded, unless you have official medical or academic dispensation. Finally, your decision to take this class includes a commitment to **attend every class meeting**; you may have **one unexcused absence**. Additional unexcused absences will result in an overall grade reduction of one half-letter per absence.

### **Academic Integrity and Plagiarism**

Academic integrity is enforced in this course. Academic integrity is the cornerstone of higher education, and it is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working toward achieving. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found here:

<https://www5.njit.edu/policies/sites/policies/files/NJIT-University-Policy-on-Academic-Integrity.pdf>.

It is the instructor's professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing, or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at [dos@njit.edu](mailto:dos@njit.edu).

Students will also be required to submit their original written work digitally. Student work submitted digitally will be subject to review by turnitin.com, an online service used by NJIT instructors to detect plagiarism, AI use, and irregularities in sourcing and citation of the written word and claims. Plagiarism, use of AI, and/or other irregularities may result in failure of the course.

### **Schedule**

#### **Week 1: Introductions.**

Wednesday, January 17: Class Intro.

- Online syllabus quiz circulated.

## **Week 2: Researching + Writing About Infrastructure**

Before Monday, January 22:

- Read Peter A. Schulman, "What *Infrastructure* Really Means," *The Atlantic*, 2021
- Read Mary Bridges, "The Infrastructural Turn in Historical Scholarship," *Modern American History*, 2023.
- Reinhold Martin, selections from *The Urban Apparatus*,
- Think about which discussion opener you want to sign up for.

Before Wednesday, January 24:

- Read Rebecca Solnit, "How to be a Writer: Ten Tips from Rebecca Solnit," *Literary Hub*, September 13, 2016 (3 pages). Available here: [https://lithub.com/how-to-be-a-writer-10-tips-from-rebecca-solnit/?utm\\_source=ActiveCampaign&utm\\_medium=email&utm\\_content=How+to+Be+a+Writer%3A+10+Tips+from+Rebecca+Solnit&utm\\_campaign=How+to+Be+a+Writer%3A+10+Tips+from+Rebecca+Solnit](https://lithub.com/how-to-be-a-writer-10-tips-from-rebecca-solnit/?utm_source=ActiveCampaign&utm_medium=email&utm_content=How+to+Be+a+Writer%3A+10+Tips+from+Rebecca+Solnit&utm_campaign=How+to+Be+a+Writer%3A+10+Tips+from+Rebecca+Solnit)
- Skim the "Infrastructure Investment and Jobs Act of 2021," also known as President Biden's "Bipartisan Infrastructure Bill." <https://www.congress.gov/117/bills/hr3684/BILLS-117hr3684enr.pdf>.
- Browse the YouTube episodes produced by Research/Craft, a channel about how historians at all levels go about researching and writing history (hosted by award-winning historian Rob Karl): <https://www.youtube.com/channel/UCLNQvfDJe4LAKhMEgL3SGow/featured>.
- Assign discussion openers, which start next week.

## **Week 3: Some Useful Concepts**

Discussion opener:

Before Monday, January 29:

- Read Langdon Winner, "Do Artifacts Have Politics?" *Daedalus*, vol. 109, no. 1 (1980), pages 121-136.

Discussion opener:

Before Wednesday, January 31:

Discussion opener:

- Bernward Joerges, "Do Politics Have Artefacts?" *Social Studies of Science*, vol. 29, no 3 (June 1999), pages 411-431.

- Discuss research interests and begin to form research groups.

## **Week 4: Case Study: Early America and Canal Transportation**

Monday, February 5: **NO CLASS**

Before Wednesday, February 7:

Discussion opener:

- Read DeWitt Clinton, *Remarks on the Proposed Canal, From Lake Erie to the Hudson* (1816) (eleven pages).
- Read Carol Sherriff, *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862* (1996), "Introduction," pp. 3-8, and part of Chapter 6, "The Perils of Progress," pp. 138-149.

### **Week 5: Case Study: American Slavery and Economic Growth**

Monday, February 12:

Discussion opener:

- Read W.E.B. du Bois, *The Souls of Black Folk: Essays and Sketches* (Chicago: A.C. McClurg and Co., 1903), Chapter VII, pages 110-134.

Wednesday, February 14:

Discussion opener:

- Read Aaron Hall, "Slaves of the State: Infrastructure and Governance through Slavery in the Antebellum South," *Journal of American History*, vol. 106, no. 1 (June 2019), pages 19-46.

### **Week 6. Research Group Meetings during class time.**

Monday, February 19.

Wednesday, February 21.

- Update #1 Due, Friday, February 23, 5pm on Canvas.

### **Week 7. Case Study: Railroads and Industry**

Monday, February 26:

Discussion opener:

- Read *Resolutions of the Legislature of Kansas*, "The removal of all Indians...to aid in the construction of railroads" (two pages).
- Read Richard White, *Railroaded: The Transcontinentals and the Making of Modern America* (New York: Norton, 2011), "Introduction," pp. xxi-xxxiv, and part of Chapter 1, "Genesis," pp. 1-9.
- Read Jonathan Levy, *Ages of American Capitalism: A History of the United States* (2021), pp. 215-223.

Wednesday, February 28:

- Research group updates and discussion in class.

### **Week 8. Case Study: Concrete and Kids**

Monday, March 4:

Discussion opener:

- Read Jason Scott Smith, *Building New Deal Liberalism: The Political Economy of Public Works, 1933-1956* (2006), Chapter One, "Reevaluating the New Deal and the Public Works Revolution," pages 1-20.

Wednesday, March 6:

Discussion opener:

- Read Gabriel Rosenberg, *The 4-H Harvest: Sexuality and the State in Rural America*, Introduction: pages 1-20. Available here as eBook:  
[https://primo.njit.edu/permalink/01NJIT\\_INST/j1q527/alma994915932505196](https://primo.njit.edu/permalink/01NJIT_INST/j1q527/alma994915932505196).

- Update #2 due Friday, March 8, 5pm on Canvas.

## **SPRING BREAK**

### **Week 9. Case Study: "White Men's Roads Through Black Men's Homes"**

Monday, March 18:

Discussion opener:

- Read The President's Advisory Committee on a National Highway Program. *A Ten-Year National Highway Program*. Washington, DC: US Government Printing Office, 1955, pages III-VI, and skim the rest.
- Read Richard Whalen, "The American Highway: Do We Know Where We're Going?" *Saturday Evening Post*, December 14, 1968 (fourteen pages).

Before Wednesday, March 20:

- Deborah Archer, "White Men's Road's Through Black Men's Homes: Advancing Racial Equity Through Highway Reconstruction," *Vanderbilt Law Review*, vol. 73, no. 5 (October 2020), Sections 1-II, pages 1261-1298.

### **Week 10. Research and Updates**

Monday, March 25: No Class—work on your project.

Wednesday, March 27: Research updates in class.

- Individual Paper Draft due Friday, March 29, 5pm on Canvas.

### **Week 11. Case Study: Jim Crow, Jim Code.**

Monday, April 1:

Discussion opener:

- Read New Jersey State Bar Foundation, examples of Black Codes handouts (three pages). Available here: [https://njsbf.org/wp-content/uploads/2021/02/Examples\\_of\\_Black\\_Codes.pdf](https://njsbf.org/wp-content/uploads/2021/02/Examples_of_Black_Codes.pdf).

## HSS 404 Honors: Infrastructure and Inequality in American History

- Read Ruha Benjamin, *Race After Technology: Abolitionist Tools for the New Jim Code* (New York: Polity Press, 2019), PAGES TO BE ASSIGNED.

Wednesday, April 3:

Discussion opener:

- Read Ruha Benjamin, *Race After Technology*, PAGES TO BE ASSIGNED

- Sigal Samuel, "Why It's So Damn Hard to Make AI Fair and Unbiased," *Vox*, April 19, 2022 (about eight pages). Available here: <https://www.vox.com/future-perfect/22916602/ai-bias-fairness-tradeoffs-artificial-intelligence>.

### **Week 12. Guided Research**

Monday, April 8.

Wednesday, April 10.

### **Week 13. Case Study: Carceralism**

Monday, April 15:

Discussion opener:

- Read Elizabeth Hinton, "'A War Within Our Own Boundaries': Lyndon Johnson's Great Society and the Rise of the Carceral State," *Journal of American History*, vol. 102, no. 1 (2015), pp. 100-112.

Wednesday, April 17:

Discussion opener:

- Read Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar America," *Journal of American History*, vol. 97, no. 3 (December 2010), pp. 703-734.

### **Week 14. Individual Meetings**

Monday, April 22.

Wednesday, April 24.

### **Week 15. Individual Meetings**

Monday, April 29.

SUBMISSION: final research paper due Friday, May 3, 5pm on Canvas.