

## History/Urban Studies 971: History of American Urban Problems

Fall 2014, Tuesdays, 4:00 p.m.  
University of Wisconsin-Milwaukee  
Class location: Merrill G47  
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Office Hours:  
T 2:45-3:50 p.m. and R 3:15-4 p.m.  
or by appointment

This course examines how historians understand urban problems. Cities have been described as consisting of “clusters of problems,” and this course aims to unpack some of those specific problems with an eye toward understanding the history of cities themselves. In addition, a major purpose of the class is for students to understand how historians produce their scholarship; this is achieved through extensive archival research and writing a 20-page research paper in several discrete stages. By reading and discussing several examples of historical scholarship, students will prepare to write research papers and present their findings to others in the class. The assigned readings focus on the United States, but students are by no means obligated to confine their research to North America. Urban Studies students enrolled in this course should plan to present their papers at the USP Student Forum in the spring of 2015.

The required and recommended books for the course are available for purchase in the UWM bookstore. Several articles are on electronic reserve. All required readings have also been placed on paper reserve at the UWM Golda Meir Library. Please note that the Reserve Library has relocated to the basement of the library’s West Wing, where it shares space with the Media Library. If you use the reserve copy, please be conscientious about returning it in a timely fashion, so that others in the class may also use it. The required books ordered for the class are:

Chad Heap, *Slumming: Sexual and Racial Encounters in American Nightlife, 1885-1940* (Chicago: University of Chicago Press, 2010).

Cindy R. Lobel, *Urban Appetites: Food and Culture in Nineteenth-Century New York* (Chicago: University of Chicago Press, 2014).

Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton, NJ: Princeton University Press, 1996). [Note, the 2014 edition has a new introduction that addresses the current Detroit bankruptcy, but you may use any version.]

If you have never written a lengthy historical research paper based on primary sources, I recommend you purchase the following book:

Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*, 5<sup>th</sup> edition. Wheeling, Illinois: Harlan Davidson, Inc., 2013.

If you plan to do any further graduate level work in history, I recommend you purchase your own copy of the following book:

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition. Chicago: University of Chicago Press, 2013.

Although the older editions of Turabian are fine for most basic forms of citation (with the exception of digital materials and a few odd rules that have changed recently), please be aware that the recommended reading selections from Turabian are from the 8<sup>th</sup> edition only. Alternatively, you can use the Chicago Manual of Style, which is available online through the UWM library: <http://www.chicagomanualofstyle.org/16/contents.html>.

The major written work for this course, due at the end of the semester, is a 20-page research paper driven by primary sources and addressing historiographic questions raised in relevant secondary literature. The final paper must concern some urban problem, broadly conceived. Several assignments required prior to the final paper will provide experience working with the basic materials of historical scholarship, and individual conferences will be arranged to discuss your progress and problems you encounter. During the last three class meetings, students will present the results of their projects to the class as a whole. In addition to these formal benchmarks, students are encouraged to consult individually with the instructor as the need arises, either during office hours or by appointment.

As a means of preparing students to write the final research paper, several assignments are due over the course of the semester. Their due dates are noted in the course schedule section of this syllabus, but they are described in greater depth here. All assignments will also be discussed in class. Because the assignments are cumulative, timely submission is essential.

### **September 23: potential research topics**

- Identify three possible bodies of primary sources for your final paper held by UWM's Golda Meir Library that might form the basis for your final paper. The sources can be held by the Archives, by Special Collections, by Microtext, or AGSL. For microtext materials that might be acceptable, go to <http://uwm.edu/libraries/media/microtext-collections-by-title/>. For each collection or item, write a paragraph that describes the collection and speculates on what kind of research paper might grow out of that material. Academic libraries have increasingly made digital collections of primary sources available online, but this kind of source is not recommended for this particular class.
- To complete this assignment, you will—at a minimum—need to review the finding aids for each collection. It is also advisable to review directly the volume, microform documents, or a box or two from the archival collection and familiarize yourself with the kinds of documents they contain, in order to evaluate whether the materials will in fact support the project you have in mind.
- Students with exceptional circumstances—such as an established plan for a thesis topic in urban history—may petition to base their final research papers on materials not held at UWM. You must consult with me prior to pursuing this

option. I do *not* recommend it for students who have never written a graduate level history paper based on primary sources.

### **September 30: Primary Source paper**

- Write a 4-5 page paper based on one of the following set of folders, available in the Golda Meir Library Archives. These items will be held on a special reserve shelf in the Archives for our class until this assignment is due.
  - City Club of Milwaukee Collection, box 8, folder 12, and box 11, folder 2 (about house numbering and street naming system)
  - City Club of Milwaukee collection, box 10, folder 5; box 35, folder 3; box 6, folder 9; and box 7 folders 5 and 6 (about Daylight Savings Time)
  - UW-Milwaukee Office of the Chancellor Records (subgroup: Klotsche Administration Records), Box 18, files 31 and 32 (titled “Spanish Speaking Community, 1970” and “Spanish Speaking Outreach Institute, 1970-1972”)
- Alternatively, use any 3 volumes from this collection: West Allis (Wis.). Police Dept.: Criminal complaints register, 1928-1963. These will not be held on reserve as a set for the class; one will be available as a sample. If you pursue this option, you will have to fill out a call slip and request the volumes you desire individually.
- The purpose of this assignment is to give you a taste of the kind of primary research on which most historical writing is based and to help you anticipate the kinds of materials and time you will need to locate in order to produce a first-rate final research paper. You may find on completing this assignment that one of your September 28 proposed topics no longer seems feasible.

### **October 7: commit to a topic**

- Based on feedback from the September 23 assignment, decide on the materials that will form the basis of your final paper. Write a page or so describing the paper you anticipate writing, how the collection relates to that topic, and what kinds of secondary sources you might need to help you understand what is going on in the collection.
- Because conducting historical research is so time-intensive, you should not count on being able to change your topic later on in the semester if this collection does not pan out. You might rethink the kinds of questions your material leads you to ask, but you should stick with the collection you choose now. This means that you should make sure now that the collection you plan to work with is “juicy” enough to sustain your interest and support your final paper. Spend an hour or two in the Archives, Special Collections, or Microform room reviewing the contents of the collection you choose before completing this assignment.

### **October 28: secondary bibliography**

- Prepare a formal, two-part bibliography of secondary sources that will help you to frame the primary material from your chose sources. Key tools for locating these sources will be reviewed in the October 15 Library Instruction session.
- *Part one* should identify secondary sources specific to the geographic area and historical period you will be working on. For example, if you are working on a

topic about 19<sup>th</sup> century Milwaukee, then you should identify published material about Milwaukee in the 19<sup>th</sup> century.

- *Part two* should identify recent historical scholarship relevant to the topic you are working on. For example, if you are studying segregation, you should include Nightingale's *Segregation* on your bibliography.
- It is difficult to suggest a minimum number of sources for either part one or part two of this assignment, because both will vary with the topic. As a rough guideline, count on a minimum of four books and four articles for each part.
- Note that this assignment produces the sources you will need to read in order to write the paper due November 26.

#### **November 11: discussion of primary source materials**

- Write four to five pages based directly on the **primary source** material you are working with for your final paper.
- This does not have to be a formal paper—with an introduction, argument, and conclusion—but you will probably find it to your long-term advantage to include footnotes that indicate where any direct quotations and factual material come from.
- You may plan on using this assignment as a “cut and paste” chunk of your final paper. Alternatively, you might prefer to use this opportunity to produce a “think piece” in which you outline the argument you anticipate making in your final paper.
- The purpose of this assignment is for you to convey a sense of what you have been discovering and thinking about in the course of your research and to sustain a conversation with me about the character of your final project.

#### **November 25: historiography paper**

- Write a four to five page, formal historiography paper about the secondary scholarship that informs your research topic.
- What kinds of questions does this scholarship ask? What kinds of answers does it provide? What questions have scholars working on this topic overlooked? What kinds of ideas do these scholars have wrong? Some or all of these questions might be addressed in this paper.
- As with the November 12 assignment, you may plan on using this paper within your final research paper (although the format will have to be changed to fit the structure of your final paper). The argument that you make in the final research paper should engage with the scholarship you identify and discuss in this assignment.

#### **November 25, December 2, and December 9: class presentations**

- Students will each be allotted approximately 20 minutes of class time to make a presentation about their research projects. You should plan on spending about 10 minutes presenting and 10 minutes taking questions and comments.
- Students presenting on November 26 may postpone submission of their historiography papers until December 3.

**Tuesday, December 16, 4:00 p.m.: final paper due**

- Turn the paper in to Amanda Seligman's mailbox at the History department (3<sup>rd</sup> floor Holton, by the elevators).
- Early submissions are welcome.
- Papers should be approximately 20 pages long.
- If you would like the hard copy of your paper mailed back to you after it is graded, please supply a large, self-addressed, stamped envelope with adequate postage.

*Format:*

The format of all the formal papers must include the following elements:

- Double spacing
- At least a 12-point font
- At least one inch of margin at the top and bottom and each side of the page, to allow for handwritten comments
- Page numbers throughout
- Formal footnotes, in notes-bibliography style, based on Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* or *The Chicago Manual of Style*. A handout to be distributed and reviewed in class can be used as a guideline but will not cover all possible citation forms. The University of Chicago Press's Quick Guide is available here: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

*Course grades will be allocated as follows:*

- Class participation: 20%
- 3 possible topics assignment (September 23): 2%
- Primary Source paper (September 30): 10%
- Commitment assignment (October 7): 2%
- List of secondary sources (October 14): 2%
- Primary source discussion (November 11): 10%
- Historiography paper (November 25): 10%
- Class presentation: 4%
- Final paper: 40%

Seminars depend on the willingness of all participants to give serious attention not only to their own ideas, but also to engage with the contributions of their colleagues. The allocation of 20% of the course grade to participation reflects the importance of your active contribution to the group throughout the semester; your grade will reflect both the quality of your participation and the regularity of your attendance. Listening respectfully is a part of participation. In addition, the participation grade will reflect not the overall *quantity* of your comments, but the *quality* of your contribution to class discussion. One or two absences for serious illness or other genuine emergency may be unavoidable, but more than two absences can be severely disruptive both to your own learning and to the

intellectual development of the other members of group. I do not require (or accept) written excuses for absences from class, but I will be concerned by a pattern of absence no matter the reason. Students with excessive absences can expect to receive a participation grade no higher than C+. If you anticipate missing several class meetings, you should consider dropping the course. Reminder: According to UWM policy, laid out in the *Graduate Student and Faculty Handbook*, graduate students whose GPAs fall below 3.0 are subject to formal academic warnings.

To receive full credit, all assignments must be turned by the beginning of the class period on the day they are due. Late papers will be evaluated for their quality, but the grade will be reduced by one step of a letter for each day they are overdue, up to one week after the original due date. Assignments that are turned in more than one week late can earn no higher than a C. In the event of an emergency, please contact me about the possibility of an extension.

I have set up the course D2L Dropbox to receive assignments. Please use this function only if you are going to miss class or for the final paper. In all cases, you should **let me know via email** at [seligman@uwm.edu](mailto:seligman@uwm.edu) that you are turning in an assignment through D2L.

*Administrative Notes:*

All students are expected to observe UWM standards of academic honesty. Graduate students who commit academic misconduct are subject to disciplinary procedures administered by UWM's Graduate School. Note that the Urban Studies Programs' academic integrity policy, which is circulated at the start of each semester by the Director, specifically forbids reusing materials produced in prior classes without the explicit consent of the instructor. UWM's academic misconduct policy is available here: [http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm). Northwestern University offers an excellent guide to understanding plagiarism, available here: <http://www.northwestern.edu/provost/docs/academic-integrity-basic-guide.pdf>. Plagiarism at the graduate level is a most serious offense and can result in a grade of F for the entire course, not just the assignment in question. In addition, plagiarism can result in expulsion, ending a student's academic career.

The UWM Secretary of the University's detailed statement about policies that apply to all students and students with special circumstances is available at the following site: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>. If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

This course carries 3 credits for a semester's work. It requires attendance in 3 hours of class per week plus approximately 2-3 hours of work outside of class time for each hour in class. This work includes completing assigned readings, conducting primary source research in the archives and bibliographic research in the library, and writing, among

other tasks. Students should note that the outside time required is not distributed evenly throughout the semester and plan accordingly.

## Schedule

N.B.: Items marked with an (D2L) are on the course D2L site. All other items are on paper reserve, with the exception of Turabian's *Manual for Writers of Term Papers, Theses, and Dissertations*. A copy of Turabian is held behind the reference desk at the Ask a Librarian Arch in the Golda Meir Library. The library owns only an older edition of the Brundage book; the page numbers in the reserve copy do not correspond to those from the recommended 5<sup>th</sup> edition.

**September 2:** introduction

**September 9:** Special Collections

4 p.m., meet in Special Collections, Library, 4<sup>th</sup> Floor for a consultation with librarian Max Yela. We will return to our regular classroom for the second half of class to discuss the reading.

Assigned reading:

(D2L) Etienne Benson, "The Urbanization of the Eastern Gray Squirrel in the United States," *Journal of American History* 100 (2013): 691-710.

(D2L) David J. Rothman and Stanton Wheeler, "Introduction," in *Social History and Public Policy* (New York: Academic Press, 1981).

Recommended reading:

(D2L) Gregory M. Colón Semenza, *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities* (New York: Palgrave Macmillan, 2005), 82-101.

Brundage, chapter 1 and pp. 19-24.

**September 16:** Archives

At 4 p.m., meet in Golda Meir Library Instruction Room A in the North Wing of the Daniel M. Soref Learning Commons with archivist Abigail Nye. We will return to our regular classroom for the second half of class for a Primary Source Poetry Slam.

Reading:

Review Benson's use of evidence

**September 23:** footnoting workshop

Reading:

(D2L) Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline and Transformation in Postwar American History," *Journal of American History* 97 (3) (2010): 703-734.

Recommended reading:

Brundage, chapter 4, chapter 7, and Appendix C.

Turabian, section 7.9 (inclusive)

Assignment due: identify 3 collections in the Golda Meir Library archives, special collections department, or microform materials on which you might like to base your final research paper. Write a paragraph about each set of materials, musing about a paper topic the collection might lend itself to.

### **September 30:**

Required reading:

Lobel, through chapter 3

Assignment due: primary source paper

### **October 7:**

Required Reading:

Lobel, to end

Note: No Thursday office hours this week

Assignment due: commit to a collection and a research topic

### **October 14**

4:00-5:15: Meet in Library Instruction Room A in the North Commons of the Daniel M. Soref Learning Commons (first floor west wing of the Golda Meir Library building), with librarian Mr. Tyler Smith. In the second half of class, we will return to our regular classroom.

Required Reading:

Sugrue, through chapter 5

Recommended reading:

<http://guides.library.uwm.edu/infolit>

Brundage, 24-33 and chapter 3.

### **October 21**

Required Reading:

Sugrue, to end

**October 28**

Required Reading:  
Heap, through chapter 3

Assignment due: list of secondary sources relevant to research topic

**November 4:**

Required Reading:  
Heap, to end

**November 11:**

Required Reading:  
(D2L) Jack Dougherty, *More than One Struggle: The Evolution of Black School Reform in Milwaukee* (Chapel Hill: University of North Carolina Press, 2004), conclusion (pp. 194-202).  
(D2L) Evelyn Brooks Higginbotham, "Foreword," in *Freedom North: Black Freedom Struggles outside the South, 1940-1980*, ed. Jeanne Theoharis and Komozi Woodard (New York: Palgrave Macmillan, 2003), viii-xiv.

Recommended reading:  
Brundage, chapter 6.

Assignment due: discussion of primary source materials

**November 18:** no class meeting. Individual conferences will be held instead.

**November 25: presentations**

Assignment due: historiography paper (except for students presenting this evening, who may postpone submission of this assignment until December 3)

Recommended reading:  
(D2L) Gregory M. Colón Semenza, *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities* (New York: Palgrave Macmillan, 2005), 188-192.

**December 2: presentations**

**December 9: presentations**

**Final paper due: Tuesday, December 16, 4:00 p.m.**