History 463
History of the American City

Logistics:

Instructor: Prof. Amanda I. Seligman
Spring 2020: asynchronous
University of Wisconsin-Milwaukee

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Office hours (held through Collaborate Ultra): Monday 9:30-11 a.m. and Thursday: 7:30-8:30 p.m.
Co-working hours (held through Collaborate Ultra): Tues.: 11:15 a.m.-12:15 p.m. and Wed. 1-2 p.m.
I am also available by appointment. Please email me with suggested times.

Course overview:

This course provides an overview of the history of American cities from Indigenous settlement to the present. It is arranged in roughly chronological fashion, but topics are introduced thematically—so the discussion for any given module may range over hundreds of years. Major course themes include urban demographics; the development of the planned city; infrastructure networks; regulations and services; city culture; and the urban form. Because of UWM’s location along Lake Michigan, Milwaukee and Chicago receive special attention throughout the semester. If you are an undergraduate student, you may choose from among a variety of short and medium-sized writing assignments to cultivate their analysis, synthesis, and research skills. If you are a graduate student, you will write a research paper on a topic related to this class.¹

Textbook

The required textbook ordered for this class is Lisa Krissoff Boehm and Steven H. Corey, *America’s Urban History* (New York: Routledge, 2015). It is available through the [UWM Virtual Bookstore](https://uwmvirtualbookstore.com). In contrast to the lectures, which are thematic, the textbook is arranged chronologically. In order to match the textbook readings with the lecture topics, in some cases reading selections are assigned out of order. Additional assigned readings are posted on the course Canvas site or linked on the internet. I expect you to do all the readings that go with each module—textbook and additional primary and secondary sources. Optional readings are marked as such in Canvas and are not listed in the schedule section of the syllabus.

Navigating this class

This course is an asynchronous online class. Each dated module on Canvas corresponds to one in-person class meeting. My strong suggestion is that you work to complete two modules per week, as if you were attending two in-person class meetings each week. Each module includes a lecture (with some activities embedded in the lecture), some assigned readings, and a discussion board. To help orient you to this schedule, each module’s title includes the dates when you should be working on it. Following this weekly rhythm will keep you on track to complete this course by the end of the semester:

1. **Monday**: reading and Canvas discussion board in module 1 (2 hours)
2. **Tuesday**: view lecture in module 1 (75 minutes)
3. **Wednesday**: reading and Canvas discussion board in module 2 (2 hours)
4. **Thursday**: view lecture in module 2 (75 minutes)
5. Friday: catch up on anything you missed during the week
6. Variable: attend Amanda’s co-working or student hours
7. Variable: work on a writing assignments

Important note: please follow the course through Canvas through the HOME page rather than through the ASSIGNMENTS page. The Assignments page shows all the available paper opportunities in this course, which are many more than you need to do the pass the class. In this class, you will choose from a menu of possible assignments, depending on the skills you wish to focus on. If there is an assignment showing up in your To-Do sidebar list and you are

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There are many more assignments available than you need to complete to pass the course.
opting not to do it, you can get it off your list by dismissing it. Do not hallucinate.

Due dates for writing assignments are sequenced to keep you working on this schedule. Each “Prompted Paper” has a due date of 11:59 p.m. on the fourth day after the corresponding reading/discussion board day. For example, if there is a reading for Monday, the corresponding Prompted Paper is due on Friday night. You may submit work “late” without penalty if you are working on a different schedule. I strongly caution you against allowing your assignments to pile up to the end of the semester. If you wait until the last minute to submit writing assignments, you will not benefit from the detailed feedback I provide on each paper. You might also just run out of time to complete the work. Regardless of the pace you follow, you must submit all assignments by 11:59 p.m. on Monday May 17, 2021.

If the suggested schedule does not suit your circumstances, you are welcome to work at your own pace. However, please note that this semester is the first time I have taught this class online, so as of the start of the semester I am still in the process of recording lectures and developing discussion board questions. I am committed to keeping to the suggested course schedule for lectures, but if you race ahead to complete the course early you may lap me. Please be patient. In case you want to look ahead at a lecture outline that lacks a voice-over, I have included Powerpoints from previous semesters in the appropriate modules with the label “(Draft)” in the title. As I upload versions of the lectures with narration, I will replace the outlines with official versions for this semester.

**Course requirements (undergraduates):**

This course offers you the opportunity to mix and match their written assignments on a schedule that works for you. There are three kinds of writing assignments embedded in the course schedule: prompted papers, which focus on your analytical skills; library-based papers, which emphasize your research skills; and take-home exams, which rely most on your synthetic skills. You should pick and choose the ones you most want to do and which will cultivate the skills that you will most benefit from developing. You are not required to do any single kind of assignment. You may also revise assignments for additional points.

**Prompted papers** are based on the primary source readings assigned in many modules throughout the course. A prompted paper offers a short (500-750 words) formal paper in response to a question I pose. In answering the question, you should draw on the primary source itself as well as the assigned secondary source readings and the lectures. The purpose of these papers is to help you develop your analytical skills by placing primary sources in their historical context and making a

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2 For instructions on how to dismiss an unwanted assignment from your to-do list, see [here](#).
focused historical argument.

**Library-based papers** are based on primary sources selected for this class by librarians from the UWM Libraries Distinctive Collections. For these assignments, there is no pre-determined prompt—a key part of the work is to develop your own research question based on what you see and read in the primary sources. Then you will write a paper of approximately 1,000 words that puts that library-based primary source in the context of the related class lectures and readings. You are welcome to do additional research if you are so moved, but that is not required for this assignment. Your intellectual focus should be on analyzing how the primary sources intersect with and reflect larger themes in US urban history.

To complete these assignments, you will need to visit to the UWM Archives, Special Collections, or American Geographical Society Library (AGSL) in person. In only a few cases are digitized copies of these materials be available for your use, and even these are better studied in person than online. Students who are at-risk, quarantining, or living at a distance from UWM should choose other writing assignments in this class. These library units have an approved plan for welcoming limited numbers of researchers under the current pandemic conditions. In order to use these materials, which must stay in the library, you will need to schedule an appointment with the particular department that houses the materials. When you schedule your appointment, you should indicate that you are a student in History 463 and which materials you would like to view. Please note that the UWM Libraries' approved reopening plan includes quarantining the documents for 24-48 hours after handling by researchers in the Archives and Special Collections Departments. Maps in the AGSL will be made available to you on a counter covered with plexiglass that will be cleaned between uses. These restrictions mean that the number of students who can use any given library-based paper assignment are limited, although because the deadlines in this class are flexible, no one should not be foreclosed altogether from working with materials that pique your interest. I am grateful to the UWM Libraries staff for graciously working with me to customize this research opportunity for this class.

A note on the citations for the library-based papers. In the schedule section of this syllabus, I have opted not to write proper Chicago-style citations, in order to provide you with more information from which to make your selections.

**Take-home exams** are available at the midpoint and end of the semester. In the take-home exam assignment opportunity, I will pose a question that asks you to synthesize the reading and lectures from the preceding half of the course. You
will then use the provided course materials to write a paper of approximately 1,200 words in response to the question. If you are keeping to the suggested schedule, the logical days to work on the midterm and final exams are March 15 and May 14. To create a little breathing room for everyone in the course, there is only one lecture during that week in March, and the May 12/13 module will not introduce new material.

**Feedback:** It is my practice with all students to give careful feedback on your writing. My feedback focuses both on the mechanics of writing and your historical thinking. Because all assignments submitted in good faith receive full credit in this course, the only way to know “how you did” on an assignment is to read my comments. To see the feedback, you will need to download the version of your paper that I attach to your assignment in Canvas, open it in Word, navigate to the Review tab, and turn on the “Track Changes” and “Show Comments” features. My suggested changes will then appear. Just like in an email, if you try to see the suggestions without downloading the file and opening it, you will miss a large part of the effort I make in teaching you. If there some particular aspect of your writing that you would like for me to focus on in reading your papers, please feel free to ask me to further personalize your feedback.

**Revisions:** I encourage you to read the feedback I give you on your writing assignments and use that feedback to figure out what aspects of your writing to focus on improving in subsequent papers. You may also wish to use the feedback to improve a paper you already submitted. You may revise and resubmit papers in response to my feedback for additional points toward your final grade. Revision is more than just accepting the Tracked Changes that I offer as feedback. When revising a paper, you should rethink the big ideas and each line of a paper and consider how to improve it. To get credit for revising an assignment, resubmit it in Canvas where the original assignment is located.

**Citations** are required for all types of assignments, including take-home exams. The *Chicago Manual of Style* (CMOS) system is standard for historical writing. A handout illustrating Chicago-style citations is posted on the course Canvas site under the Handouts and Other Resources module. The detailed instruction book/website is available online through the UWM Library (search for “Chicago Manual of Style online” and select the database indicated by the icon that looks like an oil barrel). CMOS corresponds to Kate Turabian’s *A Manual of Style*, which you may have encountered in previous courses; you are welcome to use Turabian citation styles, which are almost (but

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3 This page from Microsoft explains in greater detail how to use the Track Changes function.
not quite) identical to CMOS. If you choose to use some other citation style, be sure to include page numbers indicating where a particular piece of information or a quotation comes from. I am happy to answer questions about citations; if you need a question for my office hours, that's always a good one.

**Course requirements (graduate students):**

If you are a graduate student, your major written work this semester will be a 20-page (approximately 5,000 words) research paper exploring a focused topic in American urban history. The paper should be based mostly on secondary sources written by historians and allied scholars about the topic, but you are also welcome to use primary sources. In order to help you develop their projects, two preliminary assignments are required. All papers must be documented using the standards of the *Chicago Manual of Style*, which can be accessed through the UWM Library. In addition, a short citation guide is available on the course Canvas site. The final paper is due on **Friday May 14, 2021**.

The first assignment due is a statement of the intended paper topic and bibliography. You should write one paragraph about the topic you plan to pursue and develop a formal bibliographic list of 8-10 relevant secondary sources, including a mix of books and articles. The list does not have to be annotated, but you may dedicate some space to describing the relevance of the sources to your project if this would be intellectually helpful to you. The formal due date for this assignment is due **Thursday, February 11, 2021**. This semester, like last semester, you will not have direct access to the UWM Library stacks. You should build extra time for library staff to collect the books you need from the stacks into your workplan.

The second assignment is a “think piece” in which you explain in greater depth the ideas and subject you are exploring for the final paper. The assignment may be either a chunk of prose that you plan to include in the final paper or more like a memorandum demonstrating substantive progress. In either case, the assignment should be written in clean, formal prose and be documented with Chicago-style footnotes. The primary purpose of this assignment is to ensure that you are making adequate progress toward completing the final project. This assignment is due **Thursday April 15, 2021**.

If for some reason the research paper assignment does not suit your academic goals, please make an appointment to discuss alternative assignment possibilities with me. For example, we could adapt the library-based assignments built for the
undergraduates to your intellectual needs.

I also expect you to view the lectures and participate in the class discussions via Canvas, just as the undergraduate students in this class do. You may wish to come to my office hours and participate in co-working hours. Your final course grade will also derive from labor-based grading, described below.

**Course requirements: Senior Auditors**

I welcome senior auditors to this class. You are taking this course entirely for your own edification. The university, however, does ask me to verify that you have participated in the course sufficiently to earn audit credit. I would appreciate it if you would help me in record-keeping by claiming points for participating in the lecture and discussions. The opportunity to claim points is embedded in each substantive module. See below for more detail.

**Grading**

Throughout the course, I will provide you with feedback on your writing and make myself available to interact with you on the discussion boards, in office hours, and in co-working hours. In my view, providing personalized, detailed feedback helps you learn more about how to improve future work than a letter grade can; research suggests that students learn more when they receive feedback without grades attached. However, the university does require me to assign final letter grades assessing your performance in the course at the end of the semester. In this course, final letter grades are based on the total number of points you accumulate throughout the course. To earn an A for the course, you will need to accumulate 425 (or more) points; to pass the class with a C-, you need at least 180 points. Any assignments that you submit (or revise) in good faith will receive the maximum number of points available for that assignment opportunity. There are no penalties for “late” work; work is not “downgraded” or “upgraded” based on its quality. This method of allocating course grades is called “labor-based grading.”

*Ways to accumulate points:* There are two ways to accumulate points in this course: you can *claim points* for engaging in various course activities and you can *earn points* for writing assignments submitted in good faith.

*Claiming points:* After you have engaged in the following activities associated with each week or module of the course, go to the appropriate place in Canvas and “claim” the points associated with them. You tell me what you did and the number of associated points.
points, and I will enter the number of points you claim into the Canvas gradebook on your behalf.

1. Watch the lectures (which have some built-in activities, including places where you may answer questions on the shared class Google doc). Claim 1 point per module. Claim these points via the “Claim points for this module” assignment embedded in the associated module.

2. Do the reading and participate in discussion of the reading in the associated discussion board: claim 1 point per module. Claim these points via the “Claim points for this module” assignment embedded in the associated module. You should only claim points for reading if you have read all of the assigned reading for the module.

3. Visit my office hours or co-working hours: claim up to 1 point per week. Note that while you may claim points for the modules at any time, you may only claim points for office hours or co-working hours during the week when they occurred. Claim these points in the “Claiming your points” module. I built this incentive into the course structure to encourage you to come get personalized, synchronous help with the course. If you have a structural clash with all of my office hours and co-working hours, please let me know so that I can see if it possible to add another opportunity. I don’t want your other class, jobs, and responsibilities to undermine our ability to collaborate this semester.

Notice how this works: If you keep on track with the course by completing two modules per week and attending at least one office hour or co-working session, you can claim up to 5 points per week for doing basic course activities. Across the 15 weeks of the semester, that comes to 75 points just for keeping up with the work. Claiming points works on the honor system. I expect you to be honest about the work you did and did not do; I do not plan to check up on you to make sure that you are truthfully reporting completed participation in course activities.

*Earn points from writing assignments:* All writing assignments submitted in good faith earn the full allotment of points associated with that type of assignment. Undergraduate students and graduate students have different kinds of writing opportunities in this course.

Note that if you are an undergraduate student, there are many more opportunities to submit work than are required to pass the class; you can mix and match the assignments according to your individual learning goals and schedule. Point allocations for undergraduate assignments are as follows:

1. Prompted papers (19 opportunities): 50 points each
2. Library-based papers (19 opportunities): 100 points each  
3. Take-home exams (2 opportunities): 100 points each  
4. Revise any writing assignment (1 opportunity per assignment): 5 points

Graduate students are writing semester-long research papers. If you desire to earn a grade higher than B+, you should also claim points for participating in lectures and discussions. Point allocations for graduate student assignments are as follows:
1. Paper topic and bibliography identification: 20 points  
2. Think piece (approximately 5 pages): 80 points  
3. Final paper: 275 points

**What does submitting an assignment “in good faith” mean?** In this syllabus, I’ve used the term “in good faith” to describe a sincere attempt to engage with an assignment. That means completing the assignment to the best of your ability, as your circumstances permit, just as you would for any other class where you were receiving a grade based on the quality of your work. Turning in 1,000 repetitions of “jladkfja;flkajd” is not “in good faith.” A paper that is unresponsive for the terms of the assignment—for example, a personal memoir in response to a prompt—is not “in good faith.” An assignment that contains plagiarized passages is also not “in good faith.” If I think you have submitted an assignment that does not rise to the level of “in good faith” submission, I will let you know in writing; you may resubmit it if you choose, or you may move on to some other assignment. However, assignments with plagiarism do require further discussion and are not eligible for resubmission. See the syllabus section on academic integrity.

Your accumulated points will translate into your final course grade. The scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>425 and up</td>
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<tr>
<td>A-</td>
<td>393-424</td>
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<tr>
<td>B+</td>
<td>350-392</td>
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<tr>
<td>B</td>
<td>318-349</td>
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<tr>
<td>B-</td>
<td>286-317</td>
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<tr>
<td>C+</td>
<td>244-285</td>
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<tr>
<td>C</td>
<td>212-243</td>
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<tr>
<td>C-</td>
<td>180-211</td>
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<tr>
<td>D+</td>
<td>138-179</td>
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<tr>
<td>D</td>
<td>106-137</td>
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<tr>
<td>D-</td>
<td>74-105</td>
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<tr>
<td>F</td>
<td>0-73</td>
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**Time commitment:**

This course is a U/G level course carrying 3 credit hours. There are 30 modules to complete; each module, which is the equivalent of a class meeting and associated reading and discussion time, should take approximately 3 hours and 15 minutes, making a total of 97.5 hours for basic course activities. In addition, you will write one or more papers, depending on whether you are an undergraduate or graduate student. The amount of time required to write each paper varies with the assignment, and the
point values for the assignments have been weighted accordingly. You should allocate approximately 180 hours of your spring semester to completing the basic course activities plus the writing assignments.

**Administrative Notes:**

All students are expected to observe UWM standards of academic honesty. UWM’s policies regarding academic integrity are available online here. Students who plagiarize may receive not only a 0 for the particular assignment in question, but also a grade of F for the entire course. Northwestern University offers an excellent guide to understanding and avoiding plagiarism, available here.

All L&S students have to declare and complete an academic major to graduate. If you have not yet declared a major, you are encouraged to do so, even if you are at an early stage in your college education. If you are interested in declaring a major (or minor) in History, or if you need academic advising in History, please visit the Department of History undergraduate program web page at for information on how to proceed.

University Policies: See this page for further information about UWM course-related policies with respect to disabilities, religious observance, military duty, incompletes, discriminatory conduct, academic misconduct, complaints, grade appeals, and other topics. If you need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

If you have any concerns about the course, want to talk about your academic progress, or are interested in knowing more about history, please make an appointment to see me.
Schedule of Class Meetings

Week 1: January 25-January 29

Module 1: Introduction

Reading:

✓ Boehm and Corey, Introduction

Module 2: Urban Precedents

Reading:

✓ Boehm and Corey, chapter 1

✓ **Prompted paper #1**: What social categories did Dr. Alexander Hamilton arrange 18th century Philadelphia into?

Week 2: February 1-5

Module 3: Colonial and Early National Cities

Reading:

✓ Boehm and Corey, 42-57

✓ **Prompted paper #2**: Benjamin Moore Norman claimed to expect prosperity for New Orleans. What was his argument for its future growth?

Library-based paper #1 (1 option):

Module 4: Networking the North American Continent

Reading:

- Boehm and Corey, 103-114

- **Prompted paper #3**: Did the *Milwaukee Advertiser* support or oppose the canal’s construction? Why?

Week 3: February 8-12

Module 5: Disease and public health

Reading:

- Boehm and Corey, 66-81

Library-based paper #2 (10 options):

- OR
- OR
- OR
- OR
OR
- Special Collections: *Opinion of the Medical Profession on the Condition and Needs of the City of New York, in Regard to Street-cleaning, Expressed in a Mass Meeting of the Physicians of the City, held at Chickering Hall, Wednesday, April 13, 1881*. New York: Trow's Printing and Bookbinding Company, 1881. Fromkin Memorial Collection [KFX2048.5 .O65x 1881]

OR
- Special Collections: *Health Department Bulletin*. Milwaukee: Milwaukee Health Department, Vol 1 (1911) and v.2 no.9 (Sep. 1912). Fromkin Memorial Collection [RA421 .H44]

OR

OR

OR

Module 6: Immigration and the industrial city

Reading:

- Boehm and Corey, 57-65
- Note: To access these two primary sources, you will either need to be on a
UWM computer OR click on the “North American Immigrant Letters, Diaries and Oral Histories” database, which is available through the UWM Library website’s databases page (http://guides.library.uwm.edu/az.php?a=n), and navigate your way to the particular documents.

✓ Prompted paper #4: Mooney and Goldman had different assumptions about what was important about the cities they encountered as immigrants. How did their different assumptions shape the experiences they reported?

Library-based paper #3 (4 options):

- Special Collections: Edward Young, PH. D. (chief of the Bureau of Statistics), *Special Report on Immigration; Accompanying Information for Immigrants relative to the Prices and Rentals of Land, the Staple Products, Facilities of Access to Market, Cost of Farm Stock, Kind of Labor in Demand in the Western and Southern States, etc., etc. To Which Are Appended Tables Showing the Average Weekly Wages Paid in the Several States and Sections for Factory, Mechanical, and Farm Labor; the Cost of Provisions, Groceries, Dry Goods, and House Rent in the Various Manufacturing Districts of the Country, in the Year 1869-70*. Washington: Govt. Print. Off., 1872. xxvii, 232 pages. Fromkin Memorial Collection JV6541 A8 1872


Week 4: February 15-19

Module 7: Open Space

Reading:

✓ Boehm and Corey, 81-97
Prompted paper #5: When Frederick Law Olmsted designed Central Park, what goals did he have in mind?

Library-based paper #4 (5 options):
- Archives: Park West Redevelopment Task Force (UWM Mss 47), box 6 folder 32: Parks, Recreation, & Open Space Study, 1977, Entire folder
- Special Collections: County Parks; a Report of a Study of County Parks in the United States. New York: Playground and Recreation Association of America, 1930. 150 pages including frontispiece, illustrations, maps. Fromkin Memorial Collection SB482 A468
- Special Collections: George D. Butler, Municipal and County Parks in the United States, 1940; a Report of a Study Conducted by the National Park Service with the Cooperation of the American Institute of Park Executives and the National Recreation Association. New York: National Recreation Association, 1942. 173 pages; including illustrations (map) tables, diagrams. Fromkin Memorial Collection SB482 A3 1942

Module 8: Housing Conditions

Reading:

- Also study these photographs:
  - Typical tenement fire-escape serving as an extension of the flat: Allen Street
  - An old rear tenement in Roosevelt Street
  - In the home of an Italian rag-picker
  - Lodgers in a crowded Bayard Street tenement
  - In a seven-cent lodging house
  - Bunks in a seven-cent lodging-house, Pell Street
  - Police station lodgers, West 47th Street, early 1890s
• This man slept in this cellar for four years, about 1890
• Street Arabs in sleeping quarters [areaway, Mulberry St.]
• Street Arabs in night quarters
• Boys from the Italian Quarter

✓ Prompted paper #6: What did Jacob Riis’s How the Other Half Lives illuminate about housing conditions in late 19th century New York City?

Library-based paper #5 (5 options):

- Special Collections: Gustavus A. Weber, Secretary, Society for the betterment of housing and living conditions in Richmond, Report on Housing and Living Conditions in the Neglected Sections of Richmond, Virginia. Richmond, Va.: Whittet & Shepperson, printers, 1913. 80 pages including tables: plates, plan. Fromkin Memorial Collection HD7304 R5 S6
- Special Collections: The Housing Problem in Minneapolis, a Preliminary Investigation. Minneapolis: Made for the Committee on Housing of the Minneapolis Civic & Commerce Association, 1915. 111 pages: illustrations, diagram, tables. Fromkin Memorial Collection HD7304 M5 M55
- Special Collections: John C. Gebhart, Housing Standards in Brooklyn; an Intensive Study of the Housing Records of 3227 Workingmen’s Families. Brooklyn: The Tenement House Committee of the Brooklyn Bureau of Charities, 1918. 60 pages including illustrations (map) tables. Fromkin Memorial Collection HD7304 B8 G4

Week 5: February 22-26

Module 9: Fires and building codes

Reading:


Library-based paper #6 (3 options):

- Archives: Maier Administration Records (Milw Sr 44), box 20 folder 23: Building Codes, 1969-1985, documents related to fireworks, interspersed throughout folder
- AGSL: pick a Sanborn Fire Insurance map. You can use the digital Discovery Application to narrow down your choices: [https://webgis.uwm.edu/agsl/sanborn/](https://webgis.uwm.edu/agsl/sanborn/)

Module 10: City growth

Reading:

- Boehm and Corey, 114-140

Week 6: March 1-5

Module 11: Prostitution, Vice, and Crime

Reading:

- Boehm and Corey, 141-157
- Note: in this reading assignment, passages in italics are from the primary source (an autobiography) on which the main text is based. Please be aware that these selections includes descriptions of sexual and non-sexual violence.

Library-based paper #7 (7 options):
Module 12: Utility Networks: Electricity, Gas, Water, and Sewer

Reading:

✓ Boehm and Corey, 157-162

Library-based paper #8 (1 option):


Week 7: March 8-12
Module 13: Settlement Houses and Social Services

Reading:

✓ Boehm and Corey, 183-194

✓ Prompted paper #7: According to Jane Addams, how would a settlement house differently affect the people who worked there and the people who used its services?

Library based paper #9 (4 options):

➢ Archives: Lizzie Black Kander (Milw Mss DN), box 1 folder 4: Abraham Lincoln House, Papers, 1922-1931, undated, Speech for the opening of the House, first document in folder

OR


OR


OR


Module 14: Annexation

Reading:


Library-based paper #10 (2 options):
Archives: Fish Creek Park Company Records (Milw Mss 88), box 1 folder 15: Land Transfer Records: Annexation of South Fairy Chasm, 1955-56, entire folder

OR


Week 8: March 15-19

Tuesday March 15, 2021

This may be a good day to do the midterm exam if that is part of your plan for this course. If not, take a day off, work on a different class, or work ahead in this one.

Module 15: Origins of Urban Planning

Reading:

- Boehm and Corey, 194-201
- Note: The original *Plan of Chicago* was accompanied by a series of images that are better viewed online than in a PDF. Explore the Newberry Library’s Exhibit [Make Big Plans](https://www.newberry.org/exhibit/make-big-plans) to view the images and learn more about the context of the “Burnham Plan.” Select images are also available through the [Art Institute of Chicago](https://www.artic.edu).

- Promoted paper #8: In what ways did Burnham and Bennett hope to transform Chicago?

Library-based paper #11 (4 options):


OR

- Special Collections: Werner Hegemann, *Report on a City Plan for the Municipalities of Oakland and Berkeley*. Prepared and pub. under the auspices of the municipal
governments of Oakland and Berkeley, the Supervisors of Alameda County, the Chamber of Commerce and Commercial Club of Oakland, the Civic Art Commission of the city of Berkeley, the City Club of Berkeley. Oakland, Cal.: The Kelley-Davis Co., printers, 1915. 156 pages, ix: illustrations (including maps, plans) color plates, diagrams. Fromkin Memorial Collection NA9127_O3_H4_1915

OR

- Special Collections: The City Plan Commission, St. Louis, Mo., Harland Bartholomew, engineer, Problems of St. Louis, Being a Description, from the City Planning Standpoint, of Past and Present Tendencies of Growth, with General Suggestions for Impending Issues and Necessary Future Improvements. St. Louis, Mo.: Nixon-Jones Print. Co., 1917. xxiv, 140 pages, 1 unnumbered folded leaf of plates: illustrations, maps (1 folded), plans. Fromkin Memorial Collection NA9127.S2_A15_1917

OR

- Special Collections: Edward H. Bennett, architect, edited and written by Andrew Wright Crawford, Plan of Minneapolis, Prepared under the Direction of the Civic Commission, MCMXVII. Minneapolis: Civic Commission, 1917. xv, 227 pages, 30 unnumbered leaves of plates: illustrations, maps, plans. Fromkin Memorial Collection NA9127_M6_A5_1917

Spring recess: Week of March 22-26

Week 9: March 29-April 2

Module 16: Automobiles

Reading:

- Boehm and Corey, 201-214

- Prompted paper #9: Compare the responses of drivers and pedestrians to the new circumstances presented by the automobile in the 20th and 21st century city, as depicted in these selections.

Library-based paper #12 (1 or 2 options):
Module 17: Skyscrapers

Reading:

- Boehm and Corey, 194-201

Promoted paper #10: How did the Encyclopedia of New York City’s interpretation of the World Trade Center change after the terrorist attacks of September 11, 2001?

Week 10: April 5-April 9

Module 18: The Great Migration

Reading:

- Boehm and Corey, 231-244

Promoted paper #11: What concerns did African American southerners express about migrating to the North?

Library-based paper #13 (1 option):

AGSL: United States, racial group migration, 1934 - American Geographical Society Library Digital Map Collection - UWM Libraries Digital Collections

Module 19: The Great Depression and New Deal

Reading:
Boehm and Corey, 219-231

Prompted paper #12: How generous was the administration of federal relief during the New Deal, as described by Lorena Hickok?

Week 11: April 12-16

Module 20: Suburbanization

Reading:

Boehm and Corey, chapter 8

Library-based paper #14 (2 options):


OR


Module 21: Public Housing

Reading:


Library-based paper #15 (1 option):

Archives: Jobs with Peace (UWM Mss 128), box 3 folder 34: Public Housing, 1986-90, Letters regarding coin operated laundry from 1990, first two documents in the folder
Week 12: April 19-April 23

Module 22: Urban Renewal

Reading:

✓ Boehm and Corey, 268-280

✓ **Prompted paper #13:** In Jacobs's view, why is “unslumming” a better approach to improving the city than urban renewal?

Library-based paper #16 (3 options):


OR


OR


Module 23: Racial Segregation

Reading:

✓ Prompted paper #14: Does Balk’s essay support or oppose blockbusting? How can you tell?

Library-based paper #17 (2 options):

- OR
- AGSL: Chicago Housing (this is a digitized booklet, so look on the right side of the webpage for the different maps) am005864_001 - American Geographical Society Library Digital Map Collection - UWM Libraries Digital Collections

Week 13: April 26-30

Module 24: The Urban Crisis

Reading:

✓ Boehm and Corey, 280-286

✓ Prompted paper #15: How do the explanations for the causes of the urban upheavals of the 1960s differ in these two sources?

Library based paper #18 (1 option):

- Vel Phillips Papers (Milw Mss 231), box 67, folder 12: Speech, The Urban Crisis, c. 1969, Entire folder

Module 25: Gay Life in American Cities

Reading:

✓ Eldon Murray, “Gay Seniors—An Invisible Minority,” Box 6, Folder 28, Eldon Murray Papers, UWM Archives.

✓ **Prompted paper #16:** According to Eldon Murray, how were the experiences of gay elders different from those of younger gay people?

**Library-based paper #19 (3 options):**

UWM Special Collections holds the following periodicals related to LGBTQ life in American cities. If you pick one of them for your library-based paper, you do not have to read the whole run. Pick a representative enough sample to help you formulate a research question and work with that portion of the periodical.

  
- **Milwaukee Calendar.** 1978-1980. [HQ75 .M54x]
  
- **In step** (Milwaukee, Wis.), 1984-1999. Special Collections [HQ75 .I57x]

**Week 14: May 3-May 7**

**Module 26: Community Organizations and Community Organizing**

**Reading:**

✓ Boehm and Corey, 289-300

✓ **Prompted paper #17:** How did Alinsky encourage “People’s Organizations” to create change?

**Module 27: Continuing Diversity**

**Reading:**

✓ Boehm and Corey, 300-313
**Prompted paper #18**: According to this article, what challenges did Asian immigrants face in establishing religious institutions in the United States?

**Week 15: May 10-May 14**

**Module 28: The Challenges of Poverty, Violence, and Infrastructure in 21st Century cities**

Reading:

- Boehm and Corey, 318-330

**Module 29: Conclusion**

Reading:

- Boehm and Corey, 341-346

- **Prompted paper #19**: Write a letter to someone you know explaining the most important ideas that you learned in this course. Letters don't usually have footnotes, but you should feel free to indicate where specific information is located.

**May 14, 2021**

This may be a good day to work on the final exam, if you are choosing to do this portion of the coursework.

**Last day to turn in work: May 17.**

**Please fill out a course evaluation.**
San Francisco, Golden Gate Bridge at sunset, August 1970
Photo by Harold Mayer
Image source: