



# History 600-002 Housing America

## **Description**

Many of the most urgent issues in U.S. history have involved housing. At their core they have centered on a variety of fundamental questions. These include social questions about how society should be organized; moral questions such as what people owe each other; political questions about resources and boundaries; cultural questions about representations of the American Dream; and economic questions about a property's value and use as a financial tool rather than as shelter. The Housing America seminar explores these and more. Topics include redlining, government-subsidized housing, homelessness, gentrification, and suburbanization.

During the first part of the course we will build a common foundation through discussing readings and examining primary sources. These sources will include a multiplicity of voices and formats since the history of housing can be glimpsed in everything from maps and planning documents to advertisements and legislation. If conditions permit, we will also leave the classroom to practice analyzing the built environment itself as a text. During the second half of the semester, students will apply these foundations and practices to writing a 20-page research paper on a topic of their choice.

No background knowledge on housing is needed.

## **Instructional Modality**

In-Person

## **Meeting Time**

Wednesdays, 1:20-3:15 PM

## **Meeting Location**

Education 345 (1000 Bascom Mall)

## **Professor Information**

Dr. Paige Glotzer (she/they)

Assistant Professor of History, University of Wisconsin-Madison

Email: [pglotzer@wisc.edu](mailto:pglotzer@wisc.edu)

Mailbox: Humanities 4024

## **Office Hours**

Time: Tuesdays, 1:00-3:00 PM

Locations: Humanities 4116 or Zoom. The Zoom link can be found in Canvas.

Professor Glotzer holds office hours simultaneously in-person and on Zoom. You may choose either modality to drop in.

### **Office Hours Explanation**

The purpose of office hours is to provide a regular time where you can talk about any topic related to class. This may include questions about the reading or assignments, concerns about your grades, or chatting about a topic that sparked your interest during lecture. No appointment is necessary. I can also help with techniques for better succeeding in class. For example, come to discuss tips for how to take notes or study.

### **Course Designations, Attributes, and Requisites**

Breadth: Humanities or Social Sciences

Level: Advanced

L&S Credit: Counts as Liberal Arts and Science credit in L&S

Requisites: History 201 or History of Science 211

**Credit Hours: 3**

### **Credit Hour Policy**

One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

**Regular and Substantive Student-Instructor Interaction:** This course engages students through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content.

### **Course Learning Outcomes**

#### **Learning Outcomes**

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

- Discuss theories of property and apply them to the history of housing
- Become conversant in the social, political, historical, and economic themes that characterize housing history scholarship
- Produce an original research paper that incorporates a variety of primary and secondary sources
- Practice different modes of communicating historical thinking, such as in small group workshops and class presentations.
- Describe the significance of housing in US history

## **Grade Scale**

93-100% A    78-82% BC    0-59% F  
88-92% AB    70-77% C  
83-87% B    60-69% D

Grades are not curved.

## **Grades**

- Attendance 15%
- Discussion Leader Presentations 10%
- Participation in Discussion and Activities 15%
- Turning in Essay Components on Time 5%
- Oral Presentations 5%
- Final Essay 50%

There are no exams.

## **Lateness Grade Policy**

Assignments will lose 1/3 of a letter grade for every day they are late. This does not apply in cases where students have pertinent accommodations or have made arrangements with Professor Glotzer. Even if you do not have official accommodations, talk to Professor Glotzer ahead of time if you have concerns.

## **Grade Explanation**

**Attendance:** To receive full credit for attendance, you must both show up *and* be on time. If you anticipate issues with being on time, such as class or job scheduling, please discuss it with Professor Glotzer. It is always possible to work out attendance arrangements, even if you do not have official accommodations, but Professor Glotzer will only know if you bring it to their attention. It is easier to discuss a matter beforehand than to try to address it after the fact.

**Discussion Leader Presentation:** Most weeks will be split between discussing assigned reading and doing activities that will strengthen research and writing skills. To facilitate our seminar discussion, everyone will sign up at the start of the semester to lead off discussion for one or two weeks. A template will be provided on Canvas and discussed the first week. This grade will hinge on effort and preparedness more than the content of the presentation. The goals of leading discussion are two-fold. The first is to practice discussing and analyzing scholarship in a way that will be analogous to incorporating scholarship into your research paper. Aside from skills and thinking practice, you will

also have the responsibility of ensuring your presentation provides your classmates a solid foundation for the ensuing conversation.

**Participation in Discussion and Activities:** As a small seminar, it is incumbent on all of us to participate as part of a classroom community. Everyone benefits from your engagement with the material and from your ideas. It is necessary that you come prepared, having done all the assigned reading, and contribute to the conversation. Professor Glotzer understands that routinely speaking in class and working in groups can be a source of anxiety and discomfort. *Remember:* Participation can take many forms. If you have questions or concerns about your participation, Professor Glotzer will happily work with you to meet your needs, regardless of whether you have formal accommodations.

**Turning in Essay Components on Time:** History 600 is an iterative class. This means that rather than writing an essay and turning it in all at once, we will gradually work on it all semester. The order in which we do this is important as each step builds on the last. Moreover, History 600s build in crucial opportunities for you to receive feedback on these steps, both from your peers and Professor Glotzer. Therefore, on weeks when something is due, it is important to turn it in on time. The content is not graded, but the timeliness is. *Remember:* these are meant to be imperfect draft components of an essay. It is better to turn in something unpolished, less detailed, or something you are less happy about, than not turn something in at all.

**Oral Presentations:** During the last week of class everyone will present their research for five minutes. You will be expected to adapt your written work into a different mode. The skill you are practicing here is a crucial one beyond the classroom: considering your audience and tailoring how to communicate the same ideas across formats.

**Final Essay:** This is a 15-20-page original research paper that you will spend the semester researching, writing, and revising. By the time you turn it in, you will have had many opportunities to incorporate feedback, change course, and problem-solve. Therefore, the final version should be the caliber of a writing sample you would submit to professional or graduate school or even to a scholarly journal for publication. Thus, the final essay will be a polished work you take pride in. The grading rubric is available on Canvas and will be discussed throughout the semester.

### **Accommodations for Students with Disabilities**

Professor Glotzer is committed to creating a class where everyone can feel welcomed, included, and ready to learn. Disability will not be stigmatized in History 102 and should not be treated as something “bad” or “less than” in general. Accommodations are all

about acknowledging that default university and workplace settings have been created with a narrow vision of who might use them; accommodations help alter those short-sighted decisions to be more reflective of human diversity. If you have or think you may have a disability (e.g. attentional, learning, chronic health, sensory, or physical) speak directly with Professor Glotzer and/or contact the McBurney Disability Resource Center, where staff members can unlock possibilities.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Contact: The McBurney Disability Resource Center

Website: <https://mcburney.wisc.edu/>

Phone: (608) 263-2741

Address: 702 W. Johnson Street, Suite 2104

Email: [mcburney@studentlife.wisc.edu](mailto:mcburney@studentlife.wisc.edu)

### **Dependent Care Policy**

I ask that all students work with me to create a welcoming environment that is respectful of diversity, including diversity in parenting and caretaking status.

1. All breastfeeding babies are welcome in class as often as is necessary.
2. Children are always welcome in Professor Glotzer's office hours.
3. You do not need to inform Professor Glotzer ahead of time if you are bringing a child to class. We can think of them as junior scholars auditing to determine if they want to study history.
4. Finally, Professor Glotzer understands that the fatigue caused by caretaking can be a barrier to completing coursework. While she maintains the same high expectations for all students regardless of caretaking status, she is happy to problem-solve with you in a way that makes you feel supported as you strive for balance.

To learn more about UW-Madison's pregnant and parenting student policies and resources, see: <https://doso.students.wisc.edu/guide/accommodations-for-life-events/pregnancy-and-parenting-students/>

## **Diversity & Inclusion Statement**

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

## **Academic Integrity Statement**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

## **Originality Policy**

As AI becomes a more widely-used part of our lives, you might be considering using it to generate part or all of an assignment. The use of AI programs such as ChatGPT is an evolving and complex issue. You are required to discuss any plans to use AI with Professor Glotzer *in advance* of assignment submission. We will decide together how you will document the role AI has played in completing the assignment. Your desire to use AI will therefore likely trigger the requirement for an extra piece of writing in which you explain how you are still meeting the assignment's goals. Assignments, like all aspects of our class, is as much about the process of learning and developing particular skills as it is about any final output. ChatGPT *can* be compatible with that under very specific circumstances, in dialog with Professor Glotzer, and when done with full transparency. All use of AI without explicit authorization by Professor Glotzer will be considered cheating.

## **Resources**

See Canvas for a list of resources related to academic success and well-being.

## **Assigned Reading**

Like all advanced seminars, this is a reading intensive class. Please complete readings for each week before the seminar and come ready to discuss them.

All assigned reading is available online for free, either as ebooks through the UW library or as PDFs on Canvas. Often, physical copies are available in the library as well. If you would like a physical copy of a book and it is not in the stacks, interlibrary loan could help, though it might take time.

Suggested readings, however, may only be available as a physical copy through the library. These are not required for class discussion. Rather, some will be helpful for you depending on your research topic.

## **Schedule**

Complete each week's reading *before* class.

### **Important Dates**

- Wednesday, October 25 – Bring your research topic and an annotated bibliography to class.
- Wednesday, November 15 - Bring your thesis and an outline to class.
- Wednesday, November 22 – Submit an essay draft on Canvas by 11:59 PM. There is no meeting this week.
- Wednesday, November 29 – Read and mark your assigned draft workshop partner's essay before this week's class.
- Monday, December 4 – Submit revised draft on Canvas by 11:59 PM.
- Friday, December 15 – Submit your final essay on Canvas by 11:59 PM.

### **Week 1 What is a House?**

September 6

#### Reading

- Chris M. Hann, "Introduction: The Embeddedness of Property," in C. M. Hann, ed. *Property Relations: Renewing the Anthropological Tradition* (Cambridge University Press, 1998), 1-9.

### **Week 2 Housing as Property**

September 13

#### Reading

- NDB Connolly, *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida* (Chicago: University of Chicago Press, 2014), Chapter 1.
- Margaret Garb, *City of American Dreams: A History of Home Ownership and Housing Reform in Chicago, 1871-1919* (Chicago: University of Chicago Press, 2005), Chapter 1.

- Katie Hemphill, *Bawdy City: Commercial Sex and Regulation in Baltimore, 1790-1915* (Cambridge: Cambridge University Press, 2020), Chapter 6.

Field Trip: During the second half of class we will visit the Robinson Map Library in room 310, Robinson Hall.

### Week 3 Housing as Moral Question

September 20

Reading

- Garb, *City of American Dreams*, Chapters 3 and 6.

### Week 4 Housing as Policy

September 27

Reading

- Paige Glotzer, *How the Suburbs Were Segregated: Developers and the Business of Exclusionary Housing, 1890-1960* (New York: Columbia University Press, 2020), Chapters 2-6.

### Week 5 Housing as Community

October 4

Reading

- Rhonda Williams, *The Politics of Public Housing: Black Women's Struggles Against Urban Inequality* (London: Oxford University Press, 2005), Chapters 3-6, Epilogue.
- [Sifting and Reckoning: UW-Madison's History of Exclusion and Resistance, the Housing section.](#)

### Week 6 Housing as Commodity

October 11

Reading

- P.E. Moskowitz, *How to Kill a City: Gentrification, Inequality, and the Fight for the Neighborhood* (New York: Nation Books, 2018) Parts 1 and 3.

### Week 7 Housing as Absence

October 18



## Reading

- Ella Howard, *Homeless: Poverty and Place in Urban America* (Philadelphia: University of Pennsylvania Press, 2013), Chapters 3-6, Conclusion

## Week 8 Housing as Property

October 25

## Reading

- David A. Chang, *The Color of the Land: Race, Nation, and the Politics of Homeownership in Oklahoma, 1832-1929* (Chapel Hill: University of North Carolina Press, 2010), Introduction, Chapter 3
- Tiya Miles, *The House on Diamond Hill: A Cherokee Plantation Story* (Chapel Hill: University of North Carolina Press, 2010), Prologue, Introduction

Essay Component: Bring your research topic and an annotated bibliography to class

## Week 9 Housing as Moral Question

November 1

## Reading

- M.C. Overholt, “‘Housing is a Human Right’: Moms for Housing’s Black Feminist Politics of Shelter,” *Public Culture* 34, no. 3 (2022): 437-452
- Dessie Donnelly, Joe Finnerty and Cathal O’Connell, “The Right to Housing” in *International Human Rights, Social Policy and Global Development: Critical Perspectives*, Gerard McCann, and Féilim Ó hAdhmaill, eds. (Bristol: Policy Press Scholarship, 2020): 209-221.

## Week 11 Housing as Policy

November 8

## Reading

- Daniel Martinez HoSang, *Racial Propositions: Ballot Initiatives and the Making of Postwar California* (Berkeley: University of California Press, 2010), Chapter 3.
- Kim Neilsen, *A Disability History of the United States* (Boston: Beacon Press, 2013), Chapter 8
- Bess Williamson, *Accessible America: A History of Disability and Design* (New York: New York University Press, 2019), Chapter 6.

## Week 11 Housing as Community

November 15

## Reading

- Tarry Hum, *Making a Global Immigrant Neighborhood: Brooklyn's Sunset Park* (Philadelphia: Temple University Press, 2014), Introduction, Chapters 3,5,6.

Essay Component: Bring your thesis and essay outline to class

## Week 12 Thanksgiving Break – No Class

November 22

Essay Component: Submit an essay draft on Canvas by 11:59 PM.

## Week 13 Housing as Commodity

November 29

## Reading

- Hum, *Making a Global Immigrant Neighborhood*, Chapter 2, 4.
- Bench Ansfield, "The Crisis of Insurance and the Insuring of the Crisis: Riot Reinsurance and Redlining in the Aftermath of the 1960s Uprisings," *Journal of American History* 107, no. 4 (March 2021): 899-921.

Essay Component: Read and mark your assigned draft workshop partner's essays before the start of class

## Week 14 Housing as Absence

December 6

## Reading

- Dan Immergluck, *Foreclosed: High-Risk Lending, Deregulation, and the Undermining of America's Mortgage Market* (Ithaca: Cornell University Press, 2009), Chapter 5
- Tag Evers, "[Madison's Housing Crisis](#)," City of Madison, August 3, 2023.
- Kriston Capps and Sarah Holder, "[Wolf of Main Street](#)," *Bloomberg* (March 3, 2022).

Essay Component: Due Monday, Dec. 4: Submit revised draft on Canvas by 11:59 PM

## Week 15 Conclusion

December 13

No reading due

5-Minute Presentations

Final Essay Due December 15th, 11:59 PM via Canvas