

Ethnic Studies 325
City of Festivals, City of Division
Gender, Race and Ethnic Identity in Milwaukee
Fall 2017
Monday/Wednesday, 3:30-4:45 PM
Merrill 347

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Objectives

How has Milwaukee, a city well known for its celebrations of ethnic identities, remained one of the most segregated urban areas in the United States even as it moves forward in the 21st century? How have migrants to the area carved an identity that allowed them to partake in the political life of the city? And when denied access to those rights, how have marginalized ethnoracial communities fought for a voice? This course seeks to address these questions by examining the experience of numerous groups that make up Milwaukee. Starting in the 19th century, students will learn about incoming European, Latin American and African-American migrants and the worlds they left behind as well as their influence on the growing city, both in terms of infrastructure and the built environment. From there, the course will cover the evolution of Milwaukee's political and social dynamic as different groups strive to be taken as "authentic" citizens. As the class draws closer to the present, the struggles of the Civil Rights Era and de-industrialization will help frame the discussion of the city's future.

This course will meet for two (2) one-hour and fifteen-minute lectures which will use audio and visual media to facilitate conversation. On top of attending lectures, there will also be a number of required readings. Students are expected to attend every section and be prepared to respond to the readings and lecture. Throughout the semester, there will be discussions designed to facilitate students' understanding of key words and concepts. There will be a midterm, two short (2-4 page) papers, and a final project that will utilize the library's archive to discover more about Milwaukee's past.

Contact

You are free to stop by my office hours or make an appointment to see me if you are unclear on any course material. However, the easiest and fastest way to contact me is through e-mail. I stop checking my e-mail daily at 5:00 PM—if you have sent an e-mail before this time, I will make every attempt to respond that day. Emails received after 5:00 PM will most likely be responded to the following morning. I make every effort to respond to all emails within 24 hours; if you have not heard from me by then, please send a reminder.

As per FERPA guidelines, I cannot and will not discuss grades over e-mail. I will be more than happy to discuss your progress in person, but I will not reply to any e-mails requesting grading information. Additional information on policy and procedure can be found at <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

If you are having problems meeting course requirements or understanding what is expected, I encourage you to contact me *as soon as possible*. Waiting for the semester to end before asking questions or voicing concerns will severely limit any assistance that I can provide.

Course Requirements

Readings: There are numerous readings throughout the semester which will need to be completed in order to facilitate discussion and understanding course materials. You must bring these materials to class, whether it is a physical copy or electronic media (see page 4 for course policy regarding electronic devices in class). It is recommended that you take notes and write down questions you may have with the readings as these will help prepare for the graded components of the course.

Attendance: Attendance is mandatory. The course readings can only provide so much to your understanding Milwaukee and its relationship with race and gender. Both the lecture and discussion between classmates will be vital to creating new ideas and concepts as well as critically approaching the reading. Further, you will not be able to acquire participation credit if you don't show up.

Participation: You are expected to (diplomatically) respond to both the instructor's and your fellow students' statements and queries. Ethnic Studies, like many disciplines, can cause emotions to run high, so please be mindful of what you say before you say it. This is in no way meant to discourage the sharing of ideas—showing up and sitting in the back with folded arms does not count as participation. Participation is also tied to attendance; a passing participation grade will only be received with a passing attendance score.

Short Papers: You will have to write two papers. The first paper asks you to critically analyze and synthesize course texts, while the second focuses on the creation of popular history. For more information, see page 9 and 11.

Midterm: Your midterm will be a 4-6 page paper which will seek to develop a thesis regarding gender and/or ethnic identity in Milwaukee using both course material and other scholarly research available through the library's academic journals. For more information, see page 10.

Final Project: As your final evaluation for this class, you will be tasked to use materials from the library's archive, scholarly journals, course texts, and lectures to argue a 5+ page thesis regarding Milwaukee's relationship with gender and/or ethnic identity. Alternatively, you may write a piece of historical fiction that utilizes the same sources to craft a narrative that addresses Milwaukee's relationship with gender and/or ethnic identity. For more information, see page 12-13.

GER-HUMANITIES/CULTURAL DIVERSITY COURSE

The humanistic disciplines...are concerned with questions, issues and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic and intellectual experiences that enrich and enlighten human life. In these courses students will use humanistic means of inquiry...

This course counts toward the GER-HU requirement because it uses a humanistic means of inquiry to comprehend the human experiences of difference and encounter. Working towards an understanding of the ways these experiences of diversity intersect with structures of power, the course "introduces students to substantial and coherent bodies of historical knowledge" as a "means of increasing an understanding of the complexities and varieties of human events." This learning goal will be assessed through student engagement with core Humanities values of critical reading and analysis, represented in the midterm evaluation.

This course engages the culturally diverse history of Milwaukee. It focuses on the late migration of African Americans to the area and relationships between new migrants and more established Euro-

American immigrants, like Germans, Irish and Poles. It traces the formation of a Latino/a community as well as the emergence of substantial Asian and Hmong communities, and the ramifications of these new communities for racial and ethnic relations.

This course satisfies the GER cultural diversity requirement because its primary focus is the experience of ethnicity, gender, sexuality and race. The course considers both these experiences in general, and texts produced by members of diverse communities about these experiences. Students work to analyze the ways Americans have understood their experiences as migrants, settlers, denizens and, and citizens in the United States. Students learn how different communities experienced and responded to racism in the United States. The learning goal for this course that stems from this requirement is that students will understand concepts such as racism, discrimination, and segregation as they apply to American history. This goal will be assessed through two papers that assess the degree to which students “understand and analyze the perspectives, world views, methodologies, and philosophic constructs that im/migrant Americans use to describe, explain, and evaluate their life experiences over time.” In addition, students will be asked to “investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences.”

Grades

Breakdown:

- Paper 1—15%
- Paper 2—15%
- Midterm—20%
- Participation—10%
- Attendance—10%
- Final Project—30%

Grading Scale:

A: Work exceeded expectations; student provided thoughtful, creative, and critical analysis while consistently using course material and outside resources to bulwark their arguments. Student consistently responded to course materials and classmates without dominating the conversation.

B: Work exceeded expectations; student provided thoughtful, creative and critical analysis which was supported by most (but not all) of their evidence. Student was willing to share thoughts and questions with the course material, but sometimes dominated the conversation or merely reiterated earlier sentiments.

C: Work met expectations; student provided thoughtful and critical analysis. Arguments were generally shored up, but lacked detail or missed critical counter-evidence that needed to be discussed. Student made consistent effort to engage with course materials and other students.

D: Work did not meet all expectations; student’s argument was muddled and lacked sufficient evidence or was not sufficiently critical in nature. Participation usually amounted to an occasional “hand vote” or murmured agreement.

F: Work did not meet any expectations; student did not follow guidelines for projects or provide evidence. Student did not participate consistently or actively worked to agitate classmates or derail discussion.

A	94-100	A-	90-93	B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72	D+	67-69	D	63-66
				D-	60-62	F	0-59		

Important Information:

I consider a C average and something to be earned. Please keep this in mind when you approach your assignments for this class.

I reserve the right to add more graded items in response to overall class participation and behavior.

*As mentioned above, but what always bears repeating, **as per FERPA guidelines, I cannot and will not discuss grades over e-mail.** This is not my rule, nor the school's, but federal guidelines. I am happy to attempt to accommodate reasonable student requests, but breaking federal law does not fall under any definition of "reasonable".*

Important Dates

Paper One: Wednesday, October 11th in class

Midterm: Monday, October 30th in class

Paper Two: Monday, November 20th in class

Thanksgiving Recess: Wednesday, November 22nd

Rough Drafts for Final: Wednesday, December 13th

Final Due Date: Tuesday, December 19th, 2:30 PM on D2L

Workload Statement:

This class meets twice weekly for 75 minutes, for a total of 37.5 hours of required lecture time. You should expect to take at least 60 hours over the course of the semester reading the required texts. There are also 2 papers and one take-home exam homework assignments which you should expect to require at least 15 hours each. You should reserve at least ten hours to study for and take the final exam. All told, this class is likely to take 147.5 hours of your time.

Course Policies

Attendance: Again, attendance is mandatory. You will be afforded two (2) unexcused absences—although appreciated, there is no need to warn me ahead of time if you are unable to attend. After this, your attendance grade will be determined by the total number of days that you attend out of the total possible (e.g., five absences, one excused, will result in a grade calculation of 24/26; this is a 92% attendance grade, which makes for 9.2% of your final grade). Attending every class will not give you extra credit.

An **excused absence** is determined on a case-by-case basis and must be documentable. I know it seems callous, but if an unforeseeable tragedy occurs, please get some documentation. This saves both of us from an awkward conversation.

Regardless of whether or not the absence is excused, it is up to you to acquire materials presented in lecture. I would recommend making acquaintances with someone in class so that you have a source for notes in the event of illness, family emergency, alarm clock failing to go off, or what have you.

Technology: Students may use electronic devices to collect notes and do quick checks on relevant course discussions. Students using their devices to watch videos, access Facebook, or anything decidedly un-academic will not be allowed to use their device for the remainder of the course. **Due to the distracting nature of using technology for entertainment, this will further result in the reduction of the next grade you receive by half a letter grade.** Long story short, just take notes.

Tardiness: Please come to class on time out of respect for your fellow classmates and myself. There will be a five minute window before anyone entering class will be considered as having an unexcused absence. Barring a previously discussed excuse, this is inarguable.

Late Work: All work in this class has been outlined well ahead of the respective due dates. As such, late work will only be accepted under the following conditions:

- 1) I am notified at least 48 hours in advance that there is an issue.
- 2) This issue is documented.
- 3) This issue reasonably prevents you from completing the material on time. I alone determine what is considered reasonable (e.g., a cold is not a reasonable excuse).
- 4) There is no other way to comply with the requirements of the assignment.
- 5) We agree upon an alternate due date which is then non-negotiable.
- 6) You accept a grade penalty.

If any of these criteria are not met, late work will not be accepted.

Plagiarism: Plagiarism (or academic misconduct, if you are so inclined) is the misrepresentation of others' work as your own. This includes copy-and-pasting published and unpublished material that is not yours into a paper, incorrectly citing material, or paraphrasing without proper citation. There are extremely harsh ramifications for plagiarism beyond just failing the assignment in question. If you are unclear what plagiarism is, feel free to ask. When in doubt, cite it.

Campus Resources

This is a writing-intensive class. If you want to make sure that you are being clear in your writing, are hitting the appropriate guidelines, or just need a second pair of eyes to look at your material, I would highly recommend stopping by the **Writing Center** (<http://www4.uwm.edu/writingcenter/>). Although they do take walk-ins, I encourage you to make an appointment online to facilitate the process.

If you have a disability, you should contact the **Student Accessibility Center** for assistance (<http://www4.uwm.edu/sac/>).

Required Texts

Texts below can be found at the campus bookstore. Additional readings will be accessible through D2L and the library's course reserve website.

Desmond, Matthew. *Evicted: Poverty and Profit in the American City*. Danvers: Crown, 2016.

Leavitt, Judith Walzer. *The Healthiest City: Milwaukee and the Politics of Health Reform*. Madison: The University of Wisconsin Press, 1996.

Trotter Jr., Joe William. *Black Milwaukee: The Making of an Industrial Proletariat 1915-1945*. 2nd Edition. Chicago: The University of Illinois Press, 2007.

Course Calendar

Week One

Sept 6th — Course Introduction: Expectations, Guidelines, and Important Keywords

Week Two

Sept 11th — First People of Milwaukee/The U.S. in the 19th - 20th Century

Conzen Reading pt. One

Sept 13th — Race to Become the Western Gateway: Milwaukee and Chicago

Conzen Reading pt. Two

Week Three

Sept 18th — Milwaukee's Political Elite: German Immigrants and the Milwaukee Identity

Leavitt, ch. 1-2

Sept 20th — The 3rd Ward—Disaster and Community Development

Leavitt, ch. 3-4

Week Four

Sept 25th — The Walls Emerge: The Polish in Milwaukee

Kuzniewski, ch. 2, Foss-Mollan Reading

Sept 27th — From the Margins to the Mainstream—German and Russian Jews in Milwaukee

Leavitt, ch. 5-6

Week Five

Oct 2nd — Women in Milwaukee: The Overlooked Majority

Seitz Reading

Oct 4th — The Chinese Panic: Race and Sexuality in the Cream City

“Chinese Demons” Reading

Week Six

Oct 9th — Late to the Party—Syrian and Greek Arrivals to the City

Shucha Reading

Oct 11th — **Paper One Due**

A Midwestern Revolution: Milwaukee and the Rise of Socialism

Heth, Part One

Week Seven

Oct 16th — To Become American: Milwaukee, Germany, and World War One

Heth, Parts Two & Three

Oct 18th — City of Festivals: Identity and Popular Culture

Bungert Reading

Week Eight

Oct 23rd — Revolutions Abroad—The Mexican Dream

Oct 25th — African Americans in Milwaukee

Trotter, ch. 1-2

Week Nine

Oct 30th — **Midterm Due**

The Great Depression, World War II, and Milwaukee

Meyer, ch. 1-2

Nov 1st — *We the Milwaukee Poles: An Exercise in Identity*

Meyer, ch. 3-4

Week Ten

Nov 6th — Popular History

Nov 8th — Southern Migrants and Political Refugees

Trotter, ch 4-5

Week Eleven

Nov 13th — Milwaukee and the Civil Rights Movement

Aukofer, ch. 1-3

Bruce Reading

Nov 15th — Rewriting History

Aukofer, ch. 4-6

Rodriguez Reading

Week Twelve

Nov 20th — **Paper Two Due**

Making Sense of the 1960's and Milwaukee's Silence

Loewen Reading

Nov 22nd — **Thanksgiving Break (Woo!)**

Week Thirteen

Nov 27th — The Archive and History (**Meet in Library Instruction Room B**)

Kelley Reading

Nov 29th — Familiar Battlegrounds: Milwaukee's Schools

Week Fourteen

Dec 4th — Gender and Sexuality in Milwaukee

Milwaukee LGTB Timeline

Dec 6th — A Return to Form: Milwaukee and the 1980's

Dahlk Reading

Desmond, Part One

Week Fifteen

Dec 11th — Open Arms and Raised Walls: Old and New Immigrants in Milwaukee

Desmond, Part Two

Dec 13th — City of Festivals, City of Division: Where Are We Now?

Desmond, Part Three

PAPER FORMATTING REQUIREMENTS ON NEXT PAGE

This is the Title—It Starts No Lower than the First Line

This is how your paper should look. You should not deviate from this format unless explicitly requested by a professor. Failure to follow this format will result in a substantial reduction in your paper grade. If you do not know how to format your paper, please make an appointment at the Writing Center or contact me. For papers requiring one, you will need a **thesis statement**, which is explicitly what you plan to argue in your paper. A good thesis, especially for a short paper, will be concise and directly lay out what you intend to discuss. For instance, “The formation of illegal identities by the United States government is best articulated in works by Gunderson and Payne in regards to Russian and Australian immigrants,” is a fairly strong thesis—it lays out what you intend to discuss and, loosely, what evidence you will use. In the other direction, “Misogyny is bad,” while inarguably true, is not a strong thesis.

Your body paragraphs should all reinforce your thesis statement. If you read a paragraph and it does not add to your argument, I would advise you to take it out. The body paragraphs are where you will incorporate evidence from your sources. If you use direct quotations, think of it like making a sandwich: first, create context for the quote; second, put in the quote **word-for-word** in quotation marks, followed by a **citation** (Gunderson 6) / (Gunderson 2013, 6) / (Gunderson, 2013, 6)¹; third, interpret the quote in your own words. You may also **paraphrase**, which is putting another author’s words into your own. This is still followed by a citation which will, as shown above, include at least the author’s last name and page number.

Margins are to be set at 1” all around—no more, no less. If you think you’re being clever, you’re not. Font should be Times New Roman. Paragraphs should have no extra spacing between them—check your “Paragraph” settings. Ignorance of how to change these settings is no excuse.

¹ These citation styles are MLA, Chicago, and APA respectively. You can also use footnotes if you prefer Chicago’s far superior citation style: First and Last Name, *Title of Book* (Publication City: Publication Company, Year), Page.

**Paper One
Source Analysis and Midterm Proposal
Due Wednesday, October 11th**

This **700-1,500-word** paper asks you to choose **at least one course text from the first five week of the course and one additional text of outside research/this class**, identify the sources that the scholars are using in their arguments, succinctly analyze said arguments, and then craft a possible thesis from the information you have at hand. All materials, regardless of where you find them, *must* be cited appropriately in a works cited page as well as in standard citation.

This paper is divided roughly into **three parts**. Parts one and two will address two different pieces of scholarly material in terms of their theses and evidence before you ruminate on their importance to Milwaukee’s experience with gender, race, and/or ethnicity. Part three will be where you take these two sources and their ideas and begin developing a thesis—an argument that you feel you can make in your midterm about Milwaukee’s gender and/or ethnoracial experience.

In part one and two, you must be sure to answer the following:

- Who are the authors and what are their theses?**
- What is the critical evidence used to make their argument?**
- What does this say about Milwaukee’s experience with gender or ethnic identity?**
- What is missing from this analysis that would give us a better understanding of the city?**

After all of this, in part three you must **create a thesis** that you feel confident that you can successfully argue with more information from class readings and lectures. **While you should not fully argue this thesis here, you are encouraged to utilize short quotes that will provide some foundation for your future argument.**

The purpose of this assignment is to look at how historians have built the understanding of Milwaukee’s past, the gaps in the information that you find, and how you can contribute to the larger conversation of the city’s history.

Paper Checklist

GENERAL REQUIREMENTS

- Do you have at least two sources, with at least one from class?** _____
- Do you accurately cite sources?** _____
- Do you have a works cited page?** _____
- Do you follow the paper requirements (Page 8)?** _____

PART ONE

- Do you identify the author and their thesis?** _____
- What is the critical evidence used to make their argument?** _____
- Who or what, if anything, is missing in this historical treatment?** _____
- What does this say about Milwaukee’s experience with gender and/or ethnic identity?** _____

PART TWO

- Do you identify the author and their thesis?** _____
- What is the critical evidence used to make their argument?** _____
- Who or what, if anything, is missing in this historical treatment?** _____
- What does this say about Milwaukee’s experience with gender and/or ethnic identity?** _____

PART THREE

- Do you have a thesis that is a reasonable extension of the sources you looked at?** _____

You may receive feedback on any stage of the writing process if you submit it to me by October 6th

**The Midterm
Due Monday, October 30th**

This **1,750-2,450-word** paper asks that you make an argument about gender, race, and/or ethnic identity in Milwaukee based upon the material that has been presented in class and in your readings. This thesis must be backed up by accurately cited examples from the texts. You must have a minimum of **three** sources from the class—while you are free to bring in outside sources, you must make sure that you have at least one class source for every outside item you wish to use.

You can, and indeed are encouraged to, use the thesis and evidence from your first paper as the first steps of your midterm. This does not mean that you may simply resubmit your first paper; they are two very different genres of writing and will result in a failing grade for your midterm. You will be expected to revise and add to the material you developed from your first paper.

The purpose of this paper is to make an informed observation about the evolution of ethnic and/or gender identity in Milwaukee and to support your statement with evidence.

All materials must be cited appropriately in a works cited page as well as in standard citation.

Paper Checklist

GENERAL REQUIREMENTS

- Do you have a thesis?** _____
- Is the thesis centered on class themes of gender and/or ethnic identity?** _____
- Do you have at least three sources from class?** _____
- If you have outside sources, are they fewer in number than your sources from class?** _____
- Do you accurately cite sources?** _____
- Do you have a works cited page?** _____
- Do you follow the paper requirements (Page 8)?** _____

You may receive feedback on any stage of the writing process if you submit it to me by October 27th

**Paper Two
Historical Marker Project
Due Monday, November 20th**

In this class, you have been introduced to actors and events that altered the city’s sociocultural landscape. This assignment asks you to translate what you’ve learned into popular history—specifically, into a historical marker. History is often hard, and things like historical markers have a difficult job.

Choose a person/people, place, or event in Milwaukee’s past that contributed to the city’s character. Whom/whatever you decide, it must correspond to the course’s themes. Now, write a brief justification as to *why* your topic should be commemorated. Who are your stakeholders in this project? If there is already a historical marker/other form of commemoration in place, why is an update/addition necessary? If no marker exists, why do you think that is the case?

Next, write the text of the monument. Include a title and possible location. The body text should be between **250 and 350 words** and should include what you feel to be the most pertinent data. **Please include an accurate word count after the marker’s body text.**

Finally, tell me what information you chose to include as well as that which you specifically excluded. Why did certain information make the cut? Why did exclude what you did? Would there be any advantage to have included it? How do you think your stakeholders will respond? How about others you didn’t have in mind? Do you feel that you did justice to the person, place, or event being discussed?

The purpose of this assignment is to illustrate the delicate job of public history and the potential impacts on community that history of all kinds has on understanding the self in relation to the other.

Paper Checklist

PART ONE—INTRODUCTION

Do you clearly identify the person/place/event you are commemorating? _____

Do you make a clear and cogent case for the historical marker? _____

Who do you feel are your stakeholders and why? _____

Is there a marker/other memorial already in place? _____

If yes, why do you feel the memorial needs to be updated or expanded? _____

If no, why do you think it has gone unrecognized to now? _____

PART TWO—HISTORICAL MARKER

Do you have a title and possible location for this marker? _____

Do you provide relevant contextual information (name/date/etc.)? _____

Do you provide a good overview of the material you find most relevant? _____

Is your marker between 250 and 350 words? _____

Have you provided me an accurate word count at the conclusion of the marker text? _____

PART THREE—MAKING POPULAR HISTORY

Why did you include the information you chose to memorialize? _____

What information did you leave out? Why? _____

Would there be any advantage for including this information? _____

How do you think your stakeholders will respond to this? _____

How will others outside of your intended audience respond? _____

Do you feel that your historical marker did justice to the person, place, or event? _____

GENERAL REQUIREMENTS

Do you accurately cite sources (if applicable)? _____

Do you have a works cited page (if applicable)? _____

Do you follow the paper requirements (Page 8)? _____

You may receive feedback on any stage of the writing process if you submit it to me by November 17th

**The Final Project—Option A
Due Tuesday, December 19th, 2:30 PM**

For the final paper, you are tasked with writing a substantial, scholarly paper on Milwaukee, utilizing the library’s archives and other material, both from and outside the course. How you approach this is largely up to you, but it must remain consistent with the themes of the course—that is to say, it must discuss how Milwaukee has approached/ignored issues of gender and/or ethnicity. **This paper must be a minimum of 2,500 words.**

I highly encourage that you to do something that interests you, whether that is something along the lines of a political, social, or economic perspective. Remember that you **must** use archival material to argue your point—although you don’t need more than one, you may find that your argument is stronger with 3-5 pieces of primary evidence that supports the secondary sources you will be using.

Although you are free to continue developing your midterm to incorporate new content, primary materials (or, rather, readable primary materials) may not be readily available depending on which era of Milwaukee history you are looking at.

Paper Checklist

GENERAL REQUIREMENTS

- Do you have a thesis?** _____
- Is the thesis centered on class themes of gender and/or ethnic identity?** _____
- Is this at least 2,500 words long, excluding works cited?** _____
- Do you have at least one archival source?** _____
- Do you accurately cite sources?** _____
- Do you have a works cited page?** _____
- Do you follow the paper requirements (Page 8)?** _____

You may receive feedback on any stage of the writing process if you submit it to me by December 13th

**The Final Project—Option B
Due Tuesday, December 19th, 2:30 PM**

The alternative final paper will consist of a piece of historical fiction **of at least 2,500 words** dealing with the themes of this course (Milwaukee and issues of gender/ethnicity). This piece of creative writing must:

- 1) establish the time period in question in detail;
- 2) incorporate information from course lectures or readings in an interesting and non-invasive manner;
- 3) tell a story about human beings (it cannot be just a sketch of a location);
- 4) provide an arc for the characters that you present.

While the content is open to what interests you, it is absolutely necessary that you either cite information throughout your work with an appropriate notation *or* provide an annotated bibliography (a bibliographic entry of work that helped provide context, as well as *at minimum* one paragraph that establishes *how* you used that information in the final product). You are free to use outside sources so long as they are accurately cited, although at least *one* archival piece will be necessary to receive a satisfactory grade.

A passing project will incorporate information in a creative and fluid manner, telling the reader an accurate tale about gender, race, and/or ethnicity in Milwaukee. An A paper will further grapple with some of the major recurring elements of Milwaukee’s history that have been revealed throughout the semester.

Historical fiction can be a tough genre to write in for a variety of reasons. Although you don’t have to feel restricted to real people who have lived and died in Milwaukee, they have to *feel* real in the context. Similarly, you aren’t restricted to major historical events, but overriding seminal events is a tricky prospect. In other words, you can’t have a Polish woman spontaneously become mayor of Milwaukee, but you can have a story of her struggle to get the right to vote.

Also, no “time warps” or “body switching” or other shenanigans that require dips into fantasy to work.

Although you are free to adapt your midterm into a fictionalized retelling of events, primary materials (or, rather, readable primary materials) may not be readily available depending on which era of Milwaukee history you are looking at.

Paper Checklist

GENERAL REQUIREMENTS

- Is the topic of your fiction centered on class themes of gender and/or ethnic identity?** _____
- Do you establish the time period in detail?** _____
- Is factual information presented in a non-invasive manner?** _____
- Are you telling a story about people?** _____
- Is there a clear arc (beginning, middle, end) for your characters?** _____
- Do you have at least one archival source?** _____
- Do you either accurately cite sources OR use an annotated bibliography?** _____
- Do you have a works cited page OR an annotated bibliography?** _____
- Are there at least 2,500 words of content, excluding works cited/annotated bibliography?** _____
- Do you follow the paper requirements (Page 8)?** _____

You may receive feedback on any stage of the writing process if you submit it to me by December 13th

General Writing Advice

READ THE DIRECTIONS. FOLLOW THE DIRECTIONS.

Some of the papers require a thesis statement. A thesis is an argument or statement that clearly articulates the conclusion that you are making based on available evidence

If you are having trouble writing an introduction, start writing your body paragraphs—sometimes, it’s easier to figure out what you want to say when you’ve already said it.

Spell and grammar check is a mixed bag. Yes, it can be very useful for relatively simple mistakes, but don’t always assume it has your best interest at heart. That should go without saying, as computers do not have hearts.

Yet.

Be selective with your quotes—paraphrasing is *almost always* better, as I am grading you, not the original author. Students who excessively quote without adequate interpretation, analysis, or other critical work will not receive a passing grade. Believe me, it is incredibly obvious when a paper uses quotes as a way to pad its length rather than as a means of analysis.

When using multiple sources, it is vital you do not merely regurgitate information and hope for the best. Rather, have your sources “talk to each other”—that is to say, they are being used in a way that communicates their original intention while questioning, agreeing, or in any way interacting with one another. Not all scholars agree on all points, and it is in those moments that we get some of the most interesting conversations.

Visit the Writing Center early and as often as you can to get conversational feedback on material you’re working on. If someone is available, you can always walk in, but I always recommend that you take the time to schedule an appointment. This is especially important later in the semester.

Talk to me, your classmates, passersby, significant others, and family if you need help clarifying your ideas. Sometimes things only make sense (or reveal that they don’t) if you try explaining them to others.

You may seek my feedback on any paper *within reason*. What that means is that I am willing to help you provided that you make an earnest effort at incorporating or otherwise responding to the suggestions I make on your paper. I reserve the right to withhold additional commentary on a paper until substantial progress is made since my last recommendations.

The checklists are designed to put you in the best possible position to pass the paper with *at least* a C. This means that it still needs to accomplish each goal in an academic and coherent manner to be considered completed. If you do everything on the checklist in a haphazard manner, without regard to organization, clarity, sentence structure, or other major concerns, then you did not successfully meet the point.

If you have any questions or concerns on course material or assignments, e-mail me. I am here to help. Additionally, if something whatsoever compromises your ability to turn an assignment in on time, or even puts you at risk for it, *let me know as soon as possible*.