HIST 404-002 A Tale of Two Cities: Milwaukee and Los Angeles (Course #58676)  
Spring 2019  
TR 2:00-3:15  
Holton G90  
Professor: Dr. Kim Hernandez  
Email: hernandk@uwm.edu  
Office: Holton 383  
Office Hours: MWR 12:30-1:30 or by appointment

Course Description
This course provides comparative historical and contemporary analyses of the peoples in Milwaukee and Los Angeles and the urban, social, and cultural environments they have constructed, reconstructed, and maintained. From indigenous societies to French and Spanish settlements to “Americanization,” we will discover that these distinctive present-day industrial and post-industrial metropoles share some striking similarities in historical perspective. In the process we will examine distinctive patterns of urban development; analyze political trends and social justice activism; follow migration and immigration patterns, noting varying forms of community building in each respective locale; and recognize the shared “American” experience of each city’s complex historical and contemporary diversity.

A word about local history as a field of inquiry: Local history is fascinating and at the same time poses challenges to historians. Anyone can contribute to the body of lore and legend that captivates all of us who are eager to learn about legendary local people and events. Historians can, and do, benefit from the wealth of local lore, but we must be constantly vigilant in questioning unsubstantiated claims and their widespread acceptance as fact. In this course we will use the historian’s tools of inquiry, evidence, testing, and presentation of results to separate fact from fiction, and we will analyze major themes in American urban history as we explore the histories and folklore of Milwaukee and Los Angeles.
Course Objectives
1. To familiarize students with the key events, people, and developments in the histories of Milwaukee and Los Angeles.
2. To compare and contrast historical developments, migration and immigration patterns, and community-building and maintenance of these two cities.
3. To expose students to a wide range of sources and to familiarize them with community institutions and organizations.
4. To develop critical analysis of sources.
5. To improve student communication both written and spoken.

Required Readings
John Gurda, *The Making of Milwaukee* 4th edition (Milwaukee County Historical Society, 2018) *(available for purchase at UWM bookstore; also held on reserve for our class at Course Reserves, Golda Meier, for two-hour checkout)*

Additional Course Readings posted to Course D2L

Highly Recommended
Margo Anderson and Victor Greene, eds. *Perspectives on Milwaukee’s Past* (University of Illinois Press, 2009) On two-hour reserve at Library Course Reserves

Class Format
This class is structured to incorporate a mix of: lecture; reading analysis and class discussion; film viewing, analysis, and discussion; and peer sharing of research findings. Your active participation is essential to maintaining an engaging, dynamic classroom environment and to maximizing the quantity and quality of your and your colleagues’ learning. Your active participation is worth 10% of your overall grade.

There will be four written analytical reading responses due over the course of the semester. These require that you integrate readings devoted to specific topic(s) to compose responses showing what you learned from the readings and how they fit together. Written responses must be typed/word processed and turned in at the end of class on the day the reading is discussed. Refer to the Reading Response Assignment handout and course schedule to maintain your reading and written response work.

There will be no midterm exam; instead content knowledge will be assessed with four discreet brief quizzes and a final exam. The final exam will also be discreet except for one essay question that asks you to consider a specific theme over the course of the semester. You will receive an exam study guide well ahead of time, which will include potential essay questions as they will appear on the exam. We will also take time in class for review in preparation for the exam.

Additionally, you will write two 4-6 page papers, one on a topic of your choosing related to Los Angeles history and/or contemporary issue; the other related to a topic of your choosing on a historical development in Milwaukee. Your findings for both papers will be presented in class. Both paper assignments are similar in structure and requirements, but the Milwaukee paper includes a requirement to consult at least one primary source. See the Papers Assignment
handout. We will receive research instruction from an information technology specialist and from archivists at Golda Meir Library to assist with these projects.

My late policy for papers is down 1/3 grade per calendar day assignment is late. For example, one day late on an A paper (95%) would result in a grade of A- (92%); two days late would result in a grade of B+(89%). Save and backup your work (in more than one place) frequently. “My computer crashed” is not an acceptable excuse for not having your paper ready to turn in on the day it is due.

Electronic Devices
The use of laptops or other electronic devices during class is allowed only for accessing readings and taking notes. Please turn off and put away your phones before class.

Graded Breakdown
• Participation 10%
  o Research Orientation (5%)
  o Research Shares (10%)
• Quizzes (4) 20%
• Analytical Reading Responses (4) 20%
• Research Proposals 5%
• LA paper 10%
• MKE Paper 15%
• Final Exam 20%

Grade Guide
All work will be graded on an A-F scale. Work of “A” and “A-” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion plus your analysis—your assessment and evaluation. Work in the “B” range demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Work in the “C” range demonstrates a working knowledge of the material and a minimum of interpretation. Work failing to reach this minimal level will receive a “D” or “F.”

The grade scale is as follows:
A  94-100%  B+  87-89%  C+  77-79%  D+  67-79%
A-  90-93%  B   84-86%  C   74-76%  D   64-66%
  B-  80-83%  C-  70-73%  D-  60-63%
Anything below 60% is a failing grade.

Academic Honesty
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Milwaukee’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and
helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more on UWM Academic Misconduct policy, please see: http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

I encourage you to work with your colleagues to get the most out of this course. Be careful, however, not to plagiarize. When you use someone else’s ideas or language, you must cite her/him using appropriate citations. When you quote a source directly, you must use quotes, attribute that quote, and provide full publishing information. When summarizing or paraphrasing, your source must also be fully cited. When in doubt, see me or refer to the Writing Center for guidance. For more information visit “Avoiding Plagiarism” at Purdue University’s Online Writing Lab (OWL): https://owl.english.purdue.edu/owl/resource/589/01/

UWM Writing Center
The Writing Center is an excellent source for help at all types of written assignments and at all stages of your project development: http://www.writingcenter.uwm.edu; (414) 229-4339

Accessibility Resource Center
If you work with an advisor at the Accessibility Resource Center (ARC), please bring your document(s) to me within the first two weeks of class. If you are concerned that you may have a learning disability or any issues, including mental health issues, that might make it difficult or impossible to complete the course requirements, visit the ARC office in 112 Mitchell Hall. For more information, see: http://uwm.edu/arc/ or call: (414) 229-6287

Please see the following links for information regarding:
Accommodations for religious observance: http://www4.uwm.edu/academics/military.cfm
Accommodations for military service: http://www4.uwm.edu/secu/docs/other/S1.5.htm
Incomplete policy: https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
Discriminatory conduct policies:
https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf
Grade appeal procedures:
http://www4.uwm.edu/secu/docs/other/S28.htm

Course Schedule

Week 1
Jan 22  Course Overview/Introduction
Jan 24  Los Angeles: Nature’s Metropolis?
        Reading (posted on course D2L): Paula Schiffman, “The Los Angeles Prairie” in William Deverell and Greg Hise, eds., Land of Sunshine: an Environmental History of Metropolitan Los Angeles (University of Pittsburgh Press, 2004); selections from “The Gabrielino and their Home” and “The Spaniards Steal the Scene” (pp. 41-54) in John Caughey and LaRee Caughey, Los Angeles: Biography of a City (University of California Press, 1976)
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Weeks Collide: Indigenous Origins and European Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 29</td>
<td>Milwaukee: Nature’s Metropolis?</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Gold and Souls: Los Angeles—Contact, Accommodation, and Subjugation</td>
</tr>
<tr>
<td></td>
<td>Reading (posted on course D2L): “The Spaniards Steal the Scene” in Caughey and Caughey (pp. 54-73)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Colonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 5</td>
<td>Furs and Souls: Milwaukee—Contact and Accommodation</td>
</tr>
<tr>
<td></td>
<td>Reading: Gurda, Ch. 1</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Pueblo Culture: Los Angeles</td>
</tr>
<tr>
<td></td>
<td>Reading (posted on course D2L): Douglas Monroy, “The Making of Mexican Culture in Frontier California”; “Richard Henry Dana, Jr., Criticizes the Mexicans in California, 1834”; “Guadalupe Vallejo Reminisces About the Ranchero Period” in Caughey and Caughey</td>
</tr>
</tbody>
</table>
|        | *Quiz #1*

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Research Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 12</td>
<td>Class meets at Golda Meir Library for catalog orientation (specific classroom location TBD)</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Archival Research Orientation, the Archives Department &amp; Special Collections Class meets at Special Collections, 4th floor of Golda Meir Library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>“Americanization”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 19</td>
<td>DUE: Research Orientation Assignments</td>
</tr>
<tr>
<td></td>
<td>Juneautown, Kilbourntown, Walker’s Point, Milwaukee</td>
</tr>
<tr>
<td></td>
<td>Reading: Gurda, Ch. 2</td>
</tr>
<tr>
<td>Feb 21</td>
<td>“Americanization”: From El Pueblo to “Los Angelees”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Milwaukee: From “Deutsch-Athen” to “City of Nations”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 26</td>
<td>DUE: Paper Proposals</td>
</tr>
<tr>
<td></td>
<td>Milwaukee: Deutsch-Athen</td>
</tr>
<tr>
<td></td>
<td>Reading: Gurda, Ch. 3</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Milwaukee: From Commerce to Manufacturing</td>
</tr>
</tbody>
</table>
Reading: Gurda, Ch. 4  
* Quiz #2  
**Deadline for Reading Response #2**

**Week 7**  
**People’s Party, Sewer Socialism, and the Open Shop**  
March 5  
Milwaukee: From the People’s Party to the Sewer Socialists  
Reading: Gurda, Ch. 5 and (posted to D2L) Aims McGuinness, “The Revolution Begins Here: Milwaukee and the History of Socialism” in Perspectives on Milwaukee’s Past, Margo Anderson and Victor Greene, eds. (University of Illinois Press, 2009)

March 7  
Los Angeles: the “Curious Economics of the Open Shop”  

**Week 8**  
March 12  
**Due: L.A. Paper**  
Research Shares

March 14  
Research Shares  
**Deadline for Reading Response #3**

**Spring Break** March 17-24

**Week 9**  
**Revolution, War, and the “Tribal” Twenties**  
March 26  
Los Angeles: “Mexico de Afuera” and Land of “Limitless Opportunities”  

March 28  
Milwaukee: WWI and its Effects  
Reading: Gurda, Ch. 6  
*Quiz 3*

**Week 10**  
**The Great Depression and the “Good War”**  
April 2  
Milwaukee: Parks for the People and the Arsenal of Democracy  
Reading: Gurda, Ch. 7

April 4  
The “Battle of Los Angeles” and the Battle for Los Angeles  
Week 11  
*Suburban Utopias and Dystopias*

April 9  
Milwaukee: Urban Exodus and Suburban Expansion  
**Reading:** Gurda, Ch. 8

April 11  
Los Angeles: “Chocolate Cities and Vanilla Suburbs”  
*Quiz 4*  
**Deadline for Reading Response #3**

Week 12  
*Cities of “New” Nations*

April 16  
Barrios Norteños  
**Reading:** Gurda, pp. 377-389; and (posted on course D2L) Joseph A. Rodriguez and Mark Shelley, “Latinos and Asians in Milwaukee” in Anderson and Greene (2009)

April 18  
The “New” Los Angeles  

Week 13  
April 23  
**Due: MKE Paper**  
*Research Shares*

April 25  
*Research Shares*  
*Hand-out Final Exam Study Guide*

Week 14  
*Into the New Millennium*

April 30  
Milwaukee: Most Segregated City?  
Guest Lecturer, Marc Levine  
**Reading** (link posted to course D2L): Daniel Dale, “‘Back in Time 60 Years': America’s Most Segregated City,” *The Star* Jan. 25, 2016

May 2  
Proposition 187 and its Effects  
**Deadline for Reading Response #3**

Week 15  
May 7  
A Tale of Two Cities: Final Thoughts

May 9  
Exam Review

**Final Exam 10:00 am-12:00 noon Thursday May 15th in Holton G90**