

The Politics of Housing

HIST 29673
The University of Chicago—Fall 2018

Monday 11:30-2:20PM
Social Science Research Bldg., 401

Professor Destin Jenkins
Email: destin@uchicago.edu

Office Hours: Tuesday 10AM-12PM
Harper East Tower, Room 687

This course examines the struggle of Americans to find and access housing from the first Gilded Age of the late nineteenth century to the Gilded Age of the present. Beginning from the idea that housing is more than a place where people live, we address the ways in which shelter is bound up with race, gender, labor, law, consumption, and immigration. We will spend half our class time discussing readings about housing in America, with the remainder devoted to discussing historiographical approaches and research techniques. We will also engage with a variety of historical documents. Students will be expected to conduct original research and produce a fifteen to twenty page research paper.

Please come to the first class having read Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America*.

Readings (Can be obtained at Seminary Coop; also on reserve at Regenstein).

- Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America* (Liverlight, 2017).
- *American History Now*, ed. Eric Foner and Lisa McGirr (Temple University Press, 2011).

Most of the articles have been scanned and posted on our Canvas site under “Files.”

Grades and Expectations

30%: Participation.

Students will be expected to attend all class sessions. Being on time means arriving a few minutes before class begins. You are expected to complete all reading before class and meet all deadlines. I expect spirited, rigorous, and respectful participation. Outside of unforeseen circumstances, no extensions will be granted. All unexcused absences and tardiness will greatly deflate your grade. The breakdown of the participation grade is:

- 10% participation in and contribution to class discussions.
- 10% lead-off questions: Once in the quarter, each student will identify at least two core issues in the week’s readings or questions that occurred to them while doing the reading. These comments should be posted on Canvas by 5:00PM on the day before our class meets. Please read those of your classmates. Your comments will inform that day’s discussion.
- 10% methods: Students will be divided into groups and, once in the quarter, provide an overview of an author’s research methodology (i.e. social, cultural, intellectual history, etc.), approach to the archive (whatever and wherever it may lie), and engagement with primary sources.

70%: Research Paper.

Each student must write an original research paper using primary and secondary sources. The breakdown of the grade is:

- 10%: Description and preliminary bibliography (October 24)
- 10%: Thesis statement and outline (November 14)
- 10%: Oral presentation (December 3)
- 40%: Final paper (December 10)

The final assignment is due on Friday, December 10 by 5PM via email. I will not grant extensions. Late submissions will be penalized by a letter grade per day (i.e. an A- paper will become a B+).

Schedule of Readings and Assignments

I. October 1. Memory, Propaganda, Silence.

- Richard Rothstein, *The Color of Law: A Forgotten History of How Our Government Segregated America*.
- W.E.B. Du Bois, "The Propaganda of History," in *Black Reconstruction in America, 1860-1880*, pp. 645-659.
- Michel-Rolph Trouillot, "The Power in the Story," in *Silencing the Past: Power and the Production of History* (1995), pp. 1-30.

II. October 8. Capitalism.

- N.D.B. Connolly, *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida* (2014), pp. 73-99, and 133-161.
- Paige Glotzer, "Exclusion in Arcadia: How Developers Circulated Ideas about Discrimination, 1890-1950," *The Journal of Urban History*, vol. 41, no. 3 (May 2015): 479-494.
- Sven Beckert, "History of American Capitalism," in *American History Now*, pp. 314-335.

III. October 15. Immigration, Repatriation, Settlement.

- Richard White, "The Other Half," in *The Republic for Which it Stands: The United States During Reconstruction and the Gilded Age, 1865-1896* (2017), pp. 693-729.
- Thomas M. Linehan, "Japanese American Resettlement in Cleveland During and After World War II," *Journal of Urban History*, vol. 20, no. 1 (Nov. 1993): 54-80.
- Mae M. Ngai, "Immigration and Ethnic History," in *American History Now*, pp. 358-375.

IV. October 22. Emotions, Meaning, Identity.

- Susan J. Matt, "You Can't Go Home Again: Homesickness and Nostalgia in U.S. History," *Journal of American History*, vol. 94, no. 2 (September 2007): 469-497.

- Becky M. Nicolaidis, “The Neighborhood Politics of Class in a Working-Class Suburb of Los Angeles, 1920-1940,” *Journal of Urban History*, vol. 30, no. 3 (2004): 428-451.
- *AHR* Conversation: “The Historical Study of Emotions,” *The American Historical Review*, vol. 117, no. 5 (December 2012): 1487-1531.

Assignment: October 24, 3PM: A one paragraph description of your project, along with a 1-2 page bibliography containing primary and secondary sources, is due to me by email.

V. October 29. Gender.

- Jane Simonsen, *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919* (2006), pp. 1-16.
- Eileen Borris, *Home to Work: Motherhood and the Politics of Industrial Homework in the United States* (1994), pp. 21-47, 171-198, and 305-336.
- Rebecca Edwards, “Women’s and Gender History,” in *American History Now*, pp. 336-357.

VI. November 5. The Environment.

- Andrew Needham, “The Valley of the Sun,” in *Power Lines: Phoenix and the Making of the Modern Southwest* (2014), pp. 55-90.
- Janet Ore, “Mobile Home Syndrome: Engineered Woods and the Making of a New Domestic Ecology in the Post-World War II Era,” *Technology and Culture*, vol. 52, no. 2 (April 2011): 260-286.
- Sarah T. Phillips, “Environmental History,” in *American History Now*, pp. 285-313.

VII. November 12. Planning and Policy.

- Brian D. Goldstein, “‘The Search for New Forms’: Black Power and the Making of the Postmodern City,” *Journal of American History*, vol. 103, no. 2 (Sept. 2016): 375-399.
- Samuel Zipp, “The Roots and Routes of Urban Renewal,” *Journal of Urban History*, vol. 39, no. 3 (Dec. 2012): 366-391.
- Peter Marcuse, “Housing in Early City Planning,” *Journal of Urban History*, vol. 6, no. 2 (February 1980): 153-176.
- Marci Reaven, “Neighborhood Activism in Planning for New York City, 1945-1975,” *Journal of Urban History* (April 2017): 1-29.

Assignment: November 14, 3PM: Thesis statement and outline due. Submit via. email.

VIII. November 19. In Defense of the Home.

- Arnold R. Hirsch, "Massive Resistance in the Urban North: Trumbull Park, Chicago, 1953-1966," *Journal of American History*, vol. 82, no. 2 (September 1995): 522-550.
- Thomas J. Sugrue, "Crabgrass-Roots Politics: Race, Rights, and the Reaction against Liberalism in the Urban North, 1940-1964," *Journal of American History*, vol. 82, no. 2 (September 1995): 551-578.
- Matthew D. Lassiter, "The Suburban Origins of 'Color-Blind Conservatism: Middle-Class Consciousness in the Charlotte Busing Crisis," *Journal of Urban History* (May 2004): 549-582.

IX. November 26. Access, Evictions, Foreclosure.

- Hilary Jenks, "Seasoned Long Enough in Concentration: Suburbanization and Transnational Citizenship in Southern California's South Bay," *Journal of Urban History*, vol. 40, no. 1 (Oct. 2013): 6-30.
- Matthew Desmond, "Heavy is the House: Rent Burden among the American Urban Poor," *International Journal of Urban and Regional Research* (Jan. 2018): 160-170.
- Ariel Eisenberg, "'A Shelter Can Tip the Scales Sometimes': Disinvestment, Gentrification, and the Neighborhood Politics of Homelessness," *Journal of Urban History*, vol. 43, no. 6 (2017): 915-931.
- Jason Grotto, "An Unfair Burden," *Chicago Tribune*, June 10, 2017. o <http://apps.chicagotribune.com/news/watchdog/cook-county-property-tax-divide/assessments.html>

X. December 3. Final Project Presentations.

Resources and Policies

Accessibility: If you need any special accommodations or academic adjustments, please provide your professor with a copy of your Accommodation Determination Letter (provided to you by the Student Disability Services office) as soon as possible so that you may discuss with them how your accommodations may be implemented in this course.
<http://disabilities.uchicago.edu/>

The Writing Program: <https://writing-program.uchicago.edu/>

UChicago Academic Integrity: <https://college.uchicago.edu/advising/academic-integrity-student-conduct>

Plagiarism: You are encouraged to consult with one another on the choice of paper topics, and you may also share library resources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as someone else, but you should ensure that the written paper you submit for evaluation is the result of your own research and reflects your own approach to the topic.

Technology: You are allowed to use computers, tablets, and the like. This policy is subject to change if I find students abusing the privilege.