

May 12, 2016

To Whom It May Concern,

Please find here my reflection on and the product of my participation in the 2015-'16 cohort of Community Engagement Fellows for Western Washington University's Center for Service Learning. Following my brief introduction, you will find a syllabus and assignments for History 461, US Urban History, with a focus on community-engaged research and local, Pacific Northwest, urban history.

The CE Fellows program has been enormously helpful in conceptualizing and executing this new course during the Spring quarter 2016 and I greatly appreciate all the contributions Travis, my colleagues, and others involved in the program have made towards getting this to where it is today. My ongoing project to critically engage local history as a form of responsibility to place and community has flourished in the environment of this program and promises to unfold even more in my future projects.

Overall, my goal with this course was to get students to wake up to the histories that surround them and form the terrain on which they operate today. I am pleased with my students progress towards their individual goals thus far and looking forward to the final products they will complete in early June. Of my fourteen students, two are working on projects about Bellingham, nine on projects relating to King County and Seattle, two on projects about elsewhere in Washington state, and one on a project outside of the Pacific Northwest. In future versions of this class, I hope to draw more students towards Bellingham and Whatcom County related projects through more careful framing in the early sessions. I also look forward to continuing the collaborative efforts I have engaged in with members of Western's Libraries and the Center for Pacific Northwest Studies.

In total, this program has helped elevate this course to a more engaged place while also encouraging both my students and me to continue pursuing research that draws from local knowledge, benefits local communities, and honors our local responsibilities. Thanks to everyone who helped along the way.

Best,
Josh Cerretti, PhD

History 461: US Urban History

Environmental Sciences, Room 345
Tuesday and Thursday, 2pm-3:50pm

Instructor: Josh Cerretti, PhD
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“A city isn’t a collection of buildings... A city is people.” – Harvey Milk.

Course Description:

This course takes a comparative approach to US urban history, placing an intensive focus on Native, black, and LGBTQ urban communities in the Pacific Northwest in conversation with Native, black, and LGBTQ urban communities in other US cities. In addition to engaging published research in urban history, students will conduct quarter-long, self-designed research projects on urban history making use of WWU’s archival resources. We will explore how different marginalized communities have shaped urban spaces and how differential access to urban space has shaped these communities with an eye towards understanding how conventional approaches to cities have obscured these interactions and struggles. Our ultimate goal is to use the broad frame of urban history to focus in on the places and people most immediately around us, developing the skills to critically examine a wide range of spaces.

Requirements and Expectations:

Attendance: This is a small, seminar class, so being both physically and intellectually present throughout the quarter is required. You are expected to attend all class sessions but students with two or less absences at the end of the quarter will not be penalized. For each class you miss after the second, your grade will drop two grade-levels (e.g. from B+ to B-). Documentation is required for any excusable absences. You are responsible for obtaining any information from and about missed class sessions. Arriving more than five minutes late and/or leaving more than five minutes early will constitute an absence.

Plagiarism: Plagiarism will not be tolerated under any circumstance. This means you must properly cite any quotations or ideas you use from others. Refer to <http://libguides.wvu.edu/plagiarism> or contact me if you have any questions about this topic, but the burden is on the student to be sure they are not plagiarizing.

Accommodations: Students are highly encouraged to contact the instructor as soon as possible about any factors or disabilities bearing on their performance in class or their ability to complete assignments and appropriate accommodations will be made without hesitation.

Email: Readings, assignments, and other communication will be distributed by way of email throughout the class. It is required that students read all emails and respond to them when necessary. I will respond to any email I receive within one working day, so please extend me the same courtesy. I generally respond to emails more quickly than Canvas messages and attachments should always be sent from your inbox, not through Canvas messages.

Portable Electronics: Use of electronic devices during class sessions will have a negative impact on both one's classroom experience and participation grade. I ask that we try to make our classroom as free of electronics as possible. I understand it can be very difficult for some people to put their phone away for two hours, so I encourage those amongst you who are struggling to think of it as a game where you see how many notifications can accumulate over the course of a single class meeting.

Non-Discrimination: University policy forbids discrimination based on race, sex, sexual orientation, gender identity/expression, disability, age, national origin, religion, and veteran/marital status. We will conduct sometimes-difficult conversations about topics like race, gender, and sexuality in this course in which diverse and conflicting opinions will be respected, but abusive and oppressive behavior will not be tolerated. I encourage you to contact me directly if you have difficulty understanding this policy or feel it is not being properly adhered to in our class. I am also capable of pointing you towards resources on campus that can provide support and redress if you feel you have been the target of harassment or assault, including sexual assault. Throughout this course, we will be discussing and reading texts depicting potentially triggering situations like anti-LGBT violence and sexual assault. For the purpose of learning from these works, we cannot avoid these topics, so I encourage you to take the necessary precautions that best fit your needs and contact me with any questions if you find this material especially challenging.

Assignments and Grading:

Participation (10% of final grade): This is a discussion-based class and being an active participant means coming to class with something to say about the material, sharing it in a productive way, and being open to the contributions of your classmates. One's participation grade is more about quality than quantity, but ideally every student will speak in every class session. If you have concerns about your participation, please come talk to me.

Facilitation (15%): The instructor will lead the first session on each course text, but the second session on each book will be student-led. These group facilitations can take any form, but are meant to be facilitations, not presentations. I recommend preparing a significant quantity of discussion questions as well as visual aids, activities, multimedia, primary documents, or other material to fill approximately 90 minutes of class time.

Proposal (10%): The first writing assignment for the course initiates a quarter-long research project by establishing a topic and preliminary thesis for your self-designed urban history research. Your project must be about urban history, but all other elements are open for negotiation. Proposals should include information about the boundaries of your study, what you hope to find in terms of evidence, and what you seek to prove with that evidence.

Field Note (15%): The second piece of the project is a field note where you report on your research in progress. The field note may take the form of a reflection on a single document or a process-driven reflection on your success and challenges so far.

Project Draft (15%): The project draft is an initial write up of your research and should be a complete essay ready for consumption rather than a 'rough' draft. You will share this draft with two classmates in addition to the instructor and provide feedback to your peers as well.

Final Presentation (10%): Our last class session will focus on sharing your research with the class as well as any interested members of the community. Each student will distill their work into a five-minute presentation that translates their academic research for a wider audience.

Final Exam (25%): The final exam for this course consists of revising, editing, and finalizing your research into a publication quality essay making use of all the feedback you've received.

Late work will be marked down or not accepted. Rubrics detailing specific expectations and grading will be provided on Canvas. Attendance is mandatory and missing more than two meetings will affect your final grade!

Grading Scale:

>92=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+,
73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, <60=F

Due Dates:

Facilitation: April 19th, April 28th, May 5th, May 12th, or May 26th Proposal: April 12th
Field Note: April 26th Draft: May 17th Presentation: June 2nd Exam: June 9th

Student Learning Outcomes:

This course will enhance and evaluate your ability to:

- Conduct historical research by identifying, locating, gathering, and analyzing appropriate primary and secondary sources to produce persuasive historical interpretations.
- Analyze thoughtfully and thoroughly primary and secondary sources.
- Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in, a diverse society.

Required Texts:

Each text is available at the Viking Bookstore and many other retailers. Please bring the text to class on any day we have reading assigned from it.

Gary Atkins, *Gay Seattle: Stories of Exile and Belonging*, (University of Washington Press, 2003).

Liz Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community* (Routledge, 1993).

Reyna Ramirez, *Native Hubs: Culture, Community, & Belonging in Silicon Valley and Beyond* (Duke University Press, 2003)

Lakisha Simmons, *Crescent City Girls: The Lives of Young Black Women in Segregated New Orleans* (University of North Carolina Press, 2015).

Quintard Taylor, *Forging a Black Community: Seattle's Central District from 1870 through the Civil Rights Era* (University of Washington Press, 1994).

Coll Thrush, *Native Seattle: Histories from the Crossing-Over Place* (University of Washington Press, 2007).

Course Organization and Reading Schedule

Introducing US Urban History

Mar 29: Syllabus and introductions

Mar 31: Archives Visit IMPORTANT: THIS SESSION WILL TAKE PLACE AT THE GOLTZ-MURRAY ARCHIVES BUILDING AT BILL MCDONALD PKWY & 25th ST. (Served by buses from VU and Lincoln Creek but totally walkable, meet me in 350 Bond at 1:30pm to walk over together or get there on your own). This is a MANDATORY session.

Native Seattle

Apr 5: Read pages 1-125.

Apr 7: Read pages 126-207.

Apr 12: No reading, watch *Princess Angeline* in class, Proposals Due.

Forging a Black Community

Apr 14: Read pages 1-156

Apr 19: Read pages 159-240, Group Z Facilitates.

Gay Seattle

Apr 21: Read pages 3-156

Apr 26: No reading, WWU digital resource session in class, Field Note Due.

Apr 28: Read pages 238-382, Group Y Facilitates.

Boots of Leather, Slippers of Gold

May 3: Read pages 1-150.

May 5: Read pages 323-387, Group X Facilitates.

Crescent City Girls

May 10: Read pages 1-140.

May 12: Read pages 141-216, Group W Facilitates.

May 17: No assigned reading, no class meeting, Rough Draft Due.

May 19: Peer review groups meet and return comments on each other's work.

Native Hubs

May 24: Read pages 1-154.

May 26: Read pages 155-207, Group V Facilitates.

May 31: Wrap up session, assigned readings available on Canvas.

Jun 2: Final Presentations.

Submit Revised Essay through Canvas by 3pm on Thursday, June 9th!

Prompt for History 461 Proposal

The first writing assignment for this course initiates a quarter-long research project by establishing a topic and preliminary thesis for your self-designed urban history research. Your proposal should be a 1-2 page (double space) introductory and aspirational piece.

All projects must...

1. Make an original contribution to the history of urban areas in North America.
2. Make that contribution primarily through the analysis of primary documents.
3. Use at least three substantially different documents in your evidentiary archive.
4. Cite your evidence and relevant secondary material in Chicago Manual Style.
5. Result in a 5 minute public presentation and a more formal 5-10 page essay.
6. Be of the appropriate scale for the time and space allotted.

Projects are encouraged to...

1. Focus on a single city, neighborhood, or block rather than being comparative.
2. Focus on the Pacific Northwest (broadly construed as AK, BC, OR, and WA).
3. Focus on a marginalized or understudied community, subculture, or person.

Proposals must...

1. Be submitted in .docx format through Canvas by 4pm on April 12th.
2. Be double spaced and justified with 12 pt TNR font and 1" margins all around.
3. Explain the boundaries of your research (time, space, etc.).
4. Explain your methodological approach (textual, oral, visual, etc.)
5. Propose a preliminary thesis (what you hope your evidence will prove).
6. Outline the work that needs to be done in order to complete the project.
7. Indicate at least 2 potential sources in a Chicago style Bibliography.

Proposals will be evaluated on the following bases...

- 2 points: Proposal adheres to all technical requirements.
- 2 points: Proposed project fits the project requirements.
- 2 points: Both sources cited in Chicago style.
- 1 point: Boundaries of the research clearly indicated.
- 1 point: Methodology and perspective clearly indicated.
- 1 point: Provisional thesis clearly indicated.
- 1 point: Remaining research and work clearly indicated.

Proposal are 10% of final grade. Late work loses 1 point then and every 24 hours thereafter.

Prompt and Rubric for Field Note

The second piece of your research project is a field note where you report on your research in progress. The field note ideally will take the form of a reflection on a single document, but may also be a process-driven reflection on your success and challenges so far. Your field note should be approximately 1,000 words (3-4 pages) and reflect a significant amount of progress from the proposal stage.

All field notes must...

- Be submitted on printed, stapled paper at the beginning of class on April 26th.
- Be double spaced and justified with 12 pt TNR font and 1" margins all around.
- Focus on an original interpretation of a piece of evidence you have gathered.
- Have strong organization including a clear intro, transitions, and conclusion.
- Make use of at least two rigorous secondary sources to aid your interpretation.
- Cite all the material you reference in Chicago style with footnotes and bibliography.

Field notes should...

- Dig deeply into a single source, reading it closely and contextualizing it as well.
- Reflect the evolution of your argument by demonstrating how this piece fits in.
- Point towards other documents you may read in relation to this one.
- Explain what gap in existing scholarship your project is going to fill.
- Show, don't tell in terms of the evidence you use.

Field notes will be graded on the following criteria...

Technical requirements (3 points out of 15): Font, margins, length, etc.

Writing (3 points): Essay is well organized, well written, and engaging to read.

Evidence (3 points): Best pieces of the primary and secondary sources presented.

Analysis (3 points): Thoughtful and critical insight into the documents.

Style (3 points): Quotes, footnotes, and bibliography all conform to Chicago style.

The field note is 15% of your final grade, late field notes lose one point on April 26th and one point (out of 15) each day until May 3rd when late papers will no longer be accepted.

Prompt for History 461 Project Draft

The Project Draft is your first opportunity to lay your entire urban history research project out in a continuous and complete narrative. The goal is not a 'rough' draft but rather a well-crafted, if provisional, essay that provides a well-evidenced and original argument relating to US urban history.

For this assignment you must...

- Complete an essay of at least 5 pages making a contribution to US urban history.
- Submit three identical printed and stapled copies of your essay by 2pm May 17th.
- Double space and justify your 12 pt TNR text with 1" margins all around.
- Provide an original title presented centered in plain text at the top of your essay.
- Identify and prove a focused hypothesis about your chosen context.
- Give the essay clear introduction, smooth transitions, and non-redundant conclusion.
- Analyze at least three significantly different *primary* sources.
- Make use of at least three peer-reviewed, academic *secondary* sources.
- Cite all sources in Chicago Manual Style with a full bibliography.

Drafts will be evaluated upon the following criteria...

Technical Requirements (3 out of 15 points): Spacing, alignment, margins, font, title, and length all adhere to requirements above.

Evidence (4 points): Quality, breadth, and use of primary and secondary sources.

Analysis (4 points): Clarity and depth argument, strong logical structure, consistent focus on the argument signposted throughout.

Style (4 points): Adherence to all features of Chicago Manual Style in main text, notes, and Bibliography.

The Project Draft is 15% of your final grade, late essays lose one point on May 17th and one point (out of 15) each day until May 24th when late papers will no longer be accepted.

You **must** carefully read and respond to the drafts you receive, then meet with your assigned peer review group on May 19th during normal class time to discuss each other's drafts.

Prompt for Peer Reviews

An important component of your research project is providing feedback for and receiving feedback from your peers in order to craft final essays that are deeply rigorous and widely accessible. You will trade project drafts with your peer review group on the afternoon of May 17th and meet on May 19th to return and discuss marked-up versions of those drafts. Please follow these guidelines...

1. Bring three printed, stapled copies of your project draft to Josh's office (350 Bond) by 2pm on Tuesday, May 17th. You can come any time after 2pm and before 4pm to pick up your peers' essays.
2. Read the essays you have received with an eye for the following: What is the main argument and is it clear from the introduction, focused on throughout, and restated in the conclusion? What archive is used to make this argument and what are the strengths or limitations of these sources? Does the essay read clearly and smoothly throughout or are there areas where the prose could be stronger?
3. Mark the essay up with a colored pen. Write in the margins, edit sentences, move items, ask for clarifications or revisions, and provide comments that will help your peer make their essay more convincing and readable. You'll also need to fill out the worksheet on the back of this handout – THE WORKSHEET GOES TO JOSH, NOT YOUR PEERS.
4. Meet with your peers on May 19th (our normal class place and time is the default, but your group can meet where and whenever works best for all members). Return their marked up drafts to them and discuss each other's essays. Your group should plan to meet for about 2 hours and spend serious time reflecting on each other's work and how to make these pieces the best they can be.
5. Submit the completed worksheet in class on Tuesday, May 26th and be sure to submit the marked up copies of your essay either in hard copy or electronically (scanned) along with your final essay on June 9th.

GRADING: The commentary you provide for your peers (both on their essay and to me through the worksheet) will be evaluated on the basis of how extensive the commentary is, how useful the suggestions for revisions are, and how clear your evaluation of the essay's overall qualities are. This will account for 5 out of the possible 25 points on your final exam.