

Urban Studies 150

Multicultural America (City-building, Social Movements, and Urban Change)

Summer 2024
July 22-Aug 17
Online Course

Instructor

Dr. Jamie M. Harris
E-mail: jmh@uwm.edu
Pronouns-in-use: he/him/his

Course Overview

Urban Studies 150 is an interdisciplinary course that explores the intersection of race and urban development. This course is a required course for the major in urban studies and counts toward the urban studies certificate and is open to anyone and does NOT assume any prior knowledge of the field. In this course we will examine how city-building and suburbanization are linked to race, ethnicity, immigration, class, and other social attributes by drawing on a variety of case studies from several disciplines in the social sciences, humanities, and professional fields of urban planning and architecture. We will consider how economic development, federal and local policies, urban politics, and local community actions have all served in different ways and at different times, to structure inequality and the marginalization and privileging of certain groups and communities. We will also consider the ways different groups and organizations have used urban space to construct community identities and foster movements for social change to address injustices.

Course Learning Outcomes

In this course, students will be able to:

- identify and characterize the cultural and social diversity of urban settings and communities drawn from the disciplines of sociology, geography, history, political science, urban planning, and architecture
- explain how patterns of urban development and change structure privilege and marginalization for different social groups as well how urban space is used to construct community identities and foster movements for social change
- understand how some community residents experience and make sense of urban change and urban inequality as well as identify and recognize how different urban forms and functions reflect community values and communicate ideas about place and social categories
- identify and characterize inequality in the spatial and social order of an urban area, and be able to situate urban inequality in the larger context of urban development and change in the 20th and 21st century.

In addition to these broader academic objectives above, my hope is that this course will also allow students to be able to:

- Connect the study of race and ethnicity and urban development and change to your own personal life
- Be more receptive to people and ideas that are different from you and your own ideas
- Foster meaningful connections to other students in the course
- Help improve your capacity for learning through self-reflection

Course Assignments and Grades

Your work in this class will be assessed by a variety of evaluation techniques such as quizzes, discussion posts, and a final essay exam. Each of these assignments is aimed at developing your academic skills. By the end of the course you should not only have a better knowledge of race and ethnicity and its relationship to urban development and change, but also improved your ability to express yourself, and apply your learning beyond the classroom.

Quizzes

Everyone will complete a total of 5 short, timed quizzes that cover readings, visual content (videos, maps), and lecture material. Quizzes will typically be open from 8am until 11:59pm on the day they are assigned. Quizzes will be in a multiple choice/true-false format and count toward 35% of the overall course grade.

Discussions

There will be 5 discussion forum assignments accounting for 35% of the overall total grade. Discussions will involve submitting a 350-500 word initial post in response to a prompt/set of questions, and which may also require following links or reviewing additional information prior to posting. These initial prompts will be due by noon on the day they are assigned. Students will also be asked to post a 75-150 word response to a minimum of two student posts following the deadline of the initial post and due by 11:59pm that same day. **Students are expected to read all students posts** (this is not a huge burden since the class will be broken into 2-4 groups). The point of these discussion forums is so students can engage with the course content and with each other on a regular basis. These responses will be graded based on their thoughtfulness and clarity and ability to integrate course readings, class concepts, and other course materials into your responses. **It's extremely important that students post by the discussion deadlines for obvious reasons (forgetting to post during the forum period cannot be made up and will be scored as a zero.** There are specific [guidelines about discussions and the grading rubric](#) that everyone should read through that are posted on the Canvas site under course info.

Distribution of Course Grades

- 35% Quizzes
- 35% Discussions
- 30% Final Essay Exam

Grading Scale

.931-1.00=A; .90-.930=A-; .87-.899=B+;

.831-.869=B; .80-.83=B-; .77-.799=C+;

.731-.769=C; .70-.73=C-; .67-.699=D+;

.631-.669=D; .60-.63=D-

Required Texts

All readings (book chapters and articles) are available on the course Canvas site or links to the library, publisher, websites, etc.

Technology

Students in this class will obviously need a computer and access to the internet (with sufficient capacity to view streaming video), and be able to read Adobe PDF files and Microsoft Powerpoint slides in the 2007-2010 version in which the file ends with an x (.pptx). All students at UWM should have access to these programs.

Canvas Help

We will be using Canvas in this course and to be successful, you'll need to know how to take [quizzes](#) participate in online [discussions](#) and [submit assignments](#). If you have any trouble with Canvas, please feel free to contact me, [consult the student help files](#) or [contact Canvas](#) directly for support.

Course Policies

Special Accommodations: Be sure to notify me right away if you need special accommodations to take this class.

Academic Misconduct: Any students found guilty of academic misconduct (e.g. cheating, plagiarism) will be given a grade of "0" on the relevant assignment and disciplined according to the UWM Student Academic Disciplinary Procedures (see attached list of "academic misconduct"). Every couple semesters I have a student who fails my course because they tried to pass off someone else's work as their own. Please come see me if you're unsure how to cite properly—it's just not worth it!

Changes to the course: Any changes to the schedule or assignments will be posted on the announcement page. As a newly developed online course and given the uncertainties around the pandemic, we may need to make some adjustments as we go, but I will be careful to make sure everyone is aware of any changes to the course.

Campus Policies

- [Academic Misconduct](#)
- [Active Duty Military Policy](#)
- [Complaint Procedures](#)
- [Discriminatory Conduct Policy](#)
- [Final Exam Schedules](#)
- [Grade Appeal Procedures](#)
- [Incomplete Policy](#)

- [Religious Observances](#)
- [Title IX and Sexual Violence](#)

Campus Resources

- [Accessibility Resource Center](#)
- [Center for International Education](#)
- [Inclusive Excellence Center](#)
- [LGBT Resource Center](#)
- [Mental Health Resources](#)
- [Military and Veteran's Resource Center](#)
- [Norris Health Center](#)
- [Panther Academic Support Services](#)
- [UWM Libraries](#)
- [Women's Resource Center](#)
- [The Writing Center](#)

GER Learning Goals

Cultural Diversity and Social Science Credit

This course is affiliated with both Urban Studies and the Cultures and Communities programs. This is a Cultural Diversity and Social Science course that fulfills part of the General Education Requirements (GER). The course will address the following GER cultural diversity and UW shared learning objectives through a variety of assignments and assessments:

UW Shared Learning Goals:

- A) (3.1.3) Effective Communication Skills including listening & speaking [via online discussion formats], reading, writing, and information literacy.

GER Cultural Diversity (CD) General Goals:

- (4.5.b) Understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their life experiences over historical time;
- (4.5b2) Investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human

GER Social Science (SS) Goals:

- (4.3.b.1) Recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development;
- (4.3.b.5) Critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena.

Course Schedule

Date	Topic/Activities	Readings
Mon 7/22	Racism, Racial Inequality, and the Social Construction of Race Introductions - Post	Feagin J. & Feagin, C. (1999). Chaps. 1 “Basic concepts in the study of racial and ethnic relations” and chap. 2 “Adaptation and conflict: Racial and ethnic relations in theoretical perspectives,” in <i>Race and ethnic relations</i> , (pp.4-63); Williams C. R. (2020). “You Want A Confederate Monument? My Body is a Confederate Monument,” <i>New York Times</i> , pp.1-3.
Wed 7/24	The City and “Thick Injustice” Respond to Introductions Posts	Swanstrom, T. & Hayward, C. (2011). Chap. 1 “Introduction” in <i>Justice and the American metropolis</i> , (pp. 1-29); Vilmetti, B. (2012). “75-year-old man charged with fatally shooting boy, 13,” <i>Milwaukee Journal Sentinel</i> , p. 1; Romell, R. (2012). “Family, friends mourn the death of Darius Simmons,” <i>Milwaukee Journal Sentinel</i> , p. 1.
Wed- Thur 7/24- 25	Discussion 1 Quiz 1	
Fri 7/26	Neighborhoods and Urban Change	Smith, J. & Betancur, J. (2016). Chap. 1, Prevailing Approaches to the Study of Neighborhoods and Change in <i>Claiming Neighborhood: New Ways of Understanding Urban Change</i> , (pp.1-22);

		Perry, E. (2017). Chap. 2, "Locating Riverwest," in <i>Live and let live: Diversity, conflict, and community in an integrated neighborhood</i> , (pp. 15-41).
Mon 7/29	History of U.S. Public Housing: Concentrated Poverty & Segregation	Hunt, B. (2009). chap. 6 "Planning a social disaster," in <i>Blueprint for disaster: The unraveling of Chicago public housing</i> , (pp. 145-181); Rothstein, R. (2017) chap 2: "Public housing, Black ghettos," in <i>The color of law: A forgotten history of how our government segregated America</i> , (pp. 17-37).
Mon- Tues 7/29- 30	Discussion 2 Quiz 2	
Wed 7/31	Housing Discrimination and Open Housing Movements	Jones P. 2009. <i>Selma of the North: Civil rights insurgency in the North</i> (chap. 5 "The struggle of open housing," pp. 169-209); Diedrich, J. (2011). "U.S. accuses New Berlin of racial bias in housing decision" <i>Milwaukee Journal Sentinel</i> , pp. 1-3; Johnson, M. & Glauber, B. (2011). "Feds support New Berlin low-income, senior housing project," <i>Milwaukee Journal Sentinel</i> , pp. 1-3.
Fri 8/2	Segregation and Racial Inequality	Levine, M. (2020). "The state of Black Milwaukee in national perspective: Racial inequality in the nation's 50 largest metropolitan areas," (read) pp. 4-18. Rothstein, R. (2017). Chap 11, "Looking forward, looking back," (pp. 177-193) & Chap 12, "Considering fixes," in <i>The Color of law: A forgotten history of how our government segregated America</i> , (pp. 195-213).

Fri-Sat 8/2-3	Discussion 3 Quiz 3	
Mon 8/5	Eviction and Housing Insecurity	<p>Desmond, M. 2016. Prologue, and chap. 1-3, <i>Evicted: Poverty and profit in the American city</i> (pp.1-43);</p> <p>Desmond, M. (2015). "Unaffordable America: Poverty, housing, and eviction." <i>Fast Focus</i>. Institute for Research on Poverty, No. 22-2015, pp 1-6.</p>
Wed 8/7	Gentrification and Urban [Re]development	<p>Pattillo, M. (2007). Chap. 2 "Black bourgeoisie meets the underclass," in <i>Black on the Block: The politics of race and class in the city</i> (pp. 81-110).</p> <p>Shaw, D. (2018). "Is gentrification happening in Milwaukee? City moves forward with anti-displacement plan," <i>Shepherd Express</i>, pp. 1-17.</p>
Wed-Thur 8/7-8	Discussion 4 Quiz 4	
Fri 8/9	Immigration, Ethnic Enclaves, and backlash	<p>Portes, A. & Stepick, A. (1993). chapter 6 "How the enclave was built," (pp. 123-149), and;</p> <p>chap. 8 "Lost in the fray: Miami's black minorities, (pp. 176-202) in <i>City on the edge: The transformation of Miami</i>.</p> <p>Herndon, A. (2019). "'These people aren't coming from Norway' Refugees in a Minnesota city face a backlash," <i>New York Times</i>, pp. 1-10.</p>
Mon 8/12	Urban Indigenous communities, and Resistance	<p>Murphy, K. 2010. "The Urban "half": Resituating the history of urban relocation & public education," pp. 1-47.</p>

Wed 8/14	Gender and Sexual Difference in the City	<p>Ockman, J. 1996. <i>The Sex of Architecture</i>, "Mirror Images: Technology, consumption, and the representation of gender in American architecture since WWII," pp. 191-210;</p> <p>Bell, D. & Binnie, J., 2004. "Authenticating queer space: Citizenship, urbanism, and Governance. <i>Urban Studies</i> 41(9): 1807-1820.</p>
Fri 8/16	Sustainable Communities and Environmental Justice	<p>Agyeman, J. et al. (2018). "Trends and directions in environmental justice: From inequity to everyday life, community, and just sustainabilities," <i>Annual review of environmental resources</i> 41: 321-40;</p> <p>White, M. 2011. "D-Town farm: African American resistance to food insecurity and the transformation of Detroit," <i>Environmental practice</i> 13 (4) pp. 406-418;</p> <p>Flavelle, C. (2019). "Climate change threatens world's food supply, United Nations panel warns," <i>New York Times</i>, pp. 1-7.</p>
Fri-Sun 8/16-18	<p>Quiz 5</p> <p>Discussion 5</p> <p>Final Essay Exam due Sunday, 8/18 Sunday by 11:59PM</p>	

