

**Urban Studies 377**  
**(Sociology 377)**  
**Urbanism and Urbanization**  
SPRING 2017  
Thursday, 4:30-7:10  
Bolton B84

*Instructor*

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## Course Overview

The purpose of this course is to introduce students to the process of urbanization and the nature of urban society. Students will be exposed to a number of theoretical perspectives and methodological approaches to the study of urban areas, and will examine a number of substantive urban topics and case studies to account for the changing social and spatial patterns of cities and metropolitan regions, focusing primarily on N. American contexts. Over the course of the semester, in addition to examining early and contemporary urban theorists, we will address racial and class polarization in cities, urban place-making and cultural spaces, globalization and urban political economy, urban renaissance and gentrification, urban sprawl and sustainable development, among other topics, and the implications of each for the urban form. This course will be taught in a seminar style with emphasis on close readings of texts, a good deal of reading and writing, considerable discussion, and student contributions in the way of class presentations and independent research. This is a required course for urban studies majors. The first two-thirds of the course will address key topics in the field of urban studies. The last third of the course will focus on four substantive urban policy areas (economic development, transportation, regionalism, and sustainable development). Many of the course readings and topics are drawn from the subfield of urban sociology, but some are also taken from the fields of urban studies, urban geography, urban history, and urban planning.

## Course Goals, Objectives, and Expectations

By the end of the semester, students should be able to:

- identify and characterize processes of urbanization and patterns of urban development and change of metropolitan areas
- Identify and describe the work of early and contemporary scholars and theorists in the field of urban studies and relate the significance of their contributions to the field of urban studies
- Identify and understand the key issues and policy debates in the areas of economic development, transportation, regionalism, and sustainable development, among others

In addition, course assignments are geared to help students:

- develop critical thinking and analysis skills
- further develop oral and written expression skills
- continue to develop and improve research and presentation skills
- apply their learning beyond the classroom

## **Expectations:**

- ❖ Students will complete assigned readings on time and be prepared to discuss them in class. **\*\*Remember this is a 300 level, once a week class** – so readings are necessarily heavier for each class session than would be the case in a class that meets twice a week or is lower-level. **\*\*\*** (as a 3 credit course, the university expects 3 hours of in-class time and 6-7 hours per week outside)
- ❖ Quizzes may be assigned if it appears students are not completing readings.
- ❖ Students will be active participants in class discussions and group work.
- ❖ Students will meet assignment deadlines and upload class assignments to D2L dropbox.

## **Requirements and Grades**

Student performance in this class will be assessed by a variety of evaluation techniques: midterm exam, in-class exercises, written review and presentation of a reading, weekly comments/questions, a research paper and presentation, policy analysis quiz, and overall participation in class discussions. Each of these assignments is aimed at developing students' academic skills. By the end of the course students should not only have a better knowledge of urban society and development and change, but improved their ability to express themselves orally and in writing, and to apply their learning beyond the classroom.

### **I. 1 Written Review and 1 Presentations of a Reading – 10% of Grade**

Each student will select **1 reading** out of a list I will provide the first week. Students will write a typed, 2-3 page review, due the week the reading is assigned and present their review to their group, and act as the facilitator of the discussion. This review/presentation should not only be a summary of the author's main points, but present some evaluation or assessment of the reading and identify the significance of the topic to the concepts we have been addressing in class. In each review/presentation, students should pose a question related to the reading/topic to be shared with their small group. During small group, the student presenting will have an opportunity to respond to other students' questions or comments about the reading. Afterward, we may have a whole class discussion in which the group facilitator will relate the group's discussion to the class as a whole. Written reviews need to be uploaded to the D2L site by 3pm on the day you present, and **students should bring 5 copies to class for their group.**

### **II. Weekly Comment/Question on Readings – 10% of Grade**

Students need to complete a typed comment/question for each reading assigned in a given week and upload to the course D2L folder labeled "weekly reactions" by 3pm on the day the readings are due. Students who are presenting on a reading do not have to submit comments for the other readings that week, but may do so, and those will be counted as one separate week. These comments can be very short, 2-3 sentences and can relate something you found interesting about the reading or critique some aspect of the reading (conclusions, methodology, etc.). In addition, everyone needs to pose a thoughtful and relevant question to be shared with your group. This question can be directed to the author, or a question that the reading evoked. **A total of 6 comment/question reactions** are due out of 9 weeks of readings. **Remember: students need to have a comment/question for EACH reading assigned.** If only 1 reading is completed when two readings are assigned, then half credit will be given. Going beyond 6 weeks will earn you some extra credit.

### **III. Midterm Exam (25% of grade) & Policy Analysis Quiz (15% of grade)**

There will be one in-class midterm exam on March 23. I will provide more information about the content of the exam in the weeks leading up to the exam. There will also be a quiz on the policy portion of the class readings and lectures. This quiz will be conducted on the course D2L site over a period of two days (Monday-Tuesday, May 1-2).

### **IV. Research Paper and Presentation – 30% of grade**

**Introduction and Objectives:** One of the primary assignments for the semester will be a final research paper. The purpose of the paper is three-fold: 1) To provide a way for students to explore material in a more in-depth way than is possible from the weekly course materials; 2) to allow students to carve out an area that suits their own interests, background, and future aspirations; 3) and, to provide an opportunity for students in the class to learn from their peers.

Each student will have the opportunity to develop their research paper on a topic they find interesting. This may be an exploration of an urban initiative, a review of some urban development, a case study of an urban issue, etc. I will provide a list of some possible topics. Your paper can be a field study (e.g. a paper based off an interview or archival documents), a traditional literature review, or some other type of analysis. A proposal and annotated bibliography will be due early in the semester. The paper needs to be double-spaced and typed, 2,500-3,000 words (approx.10-12 pages of double spaced text), and will be due on the Saturday after the last day of class (May 13) by midnight. Students will present their paper to the class using Powerpoint/Prezi during one of the last two weeks of the semester.

#### **Assignment requirements and timeline:**

- ❖ *Proposal and annotated bibliography* due uploaded to D2L site by **Tuesday, Feb 28, 2017, 3pm**. This proposal should include the following: 1) what you plan to investigate for your research paper, 2) what particular format/approach your paper will take; and 3) why this is a relevant/important topic to pursue. 4) an **annotated bibliography** of at least **3 texts (2 that are peer-reviewed journal articles)**. An annotated bibliography is a short paragraph for each included book/article that:  
1) briefly summarizes (in your own words) the article or book; 2) assesses its value and relevance to the topic/paper, and 3) provides a full citation of text. The proposal/annotated bibliography should be typed, double-spaced and at least 600 (~2.5 pages) words and is worth 20 points. **\*\*Be sure to also bring a copy to Thursday's class to discuss in small group.**
- ❖ *Presentation to class* during the last two weeks. The presentation is due uploaded to D2L by 3pm on the day you present. A schedule of time slots and days will be circulated later in the semester. Your presentation will need to be in a format that can make a visually interesting presentation, e.g. a Powerpoint, Prezi, or a PDF file. Your presentation is worth 30 points.
- ❖ *Completion and submission of a Research Paper*. Your research paper should be well written and fully developed, with an introduction and conclusion, and a clearly identified thesis, and using proper citation (using APA or Chicago style, depending on type of paper) that **includes at least six references** (one reference may come from the assigned class readings, and **3 must be peer-reviewed journal articles**). The paper should be 2,500-3,000 words of double-spaced, typed text (approx.10-12 pages of double spaced text with normal margins and 12pt. Times New Roman Font). Your paper will need to address several specific questions along with a grading rubric that I will discuss later in the course. In addition to 2,500-3,000 words of typed text, your paper needs to include visual material

related to your topic such as photos, maps, diagrams, graphs, charts, etc. The final paper is worth 100 points and is **due uploaded to D2L by NOON on Saturday, May 13, 2017.** I will provide a grading rubric and additional guidelines for this assignment later in the semester.

- ❖ **Note on academic misconduct:** Words and ideas paraphrased from other sources, or taken verbatim must be properly cited (in quotations if taken verbatim and cited in parentheses if paraphrased) along with images and other material such as charts and graphs, etc. In addition, this paper must be your own work, completed during this semester for this class only. Submitting work or a paper from another class (even when it's your own work) is academic misconduct.

#### **V. In-Class Exercises, and General Participation – 10% of grade**

There will be several small group exercises in which your class participation will be graded. Typically, I will ask students to get into a small group to answer some questions about a film, discuss a reading, or complete an exercise. In some cases, I may ask students to come to class with something prepared to discuss with your group. Afterward, we will discuss these responses with the class as a whole. These in-class assignments will be turned-in and graded. The point of these kinds of exercises is to draw on students' own experiences and knowledge and to facilitate learning in ways that are collaborative and active. Your preparation and class participation are critical for these kinds of exercises to be successful.

#### **Distribution of Course Grades**

30%	Final paper and presentation
25%	Midterm exam
15%	Policy Analysis Quiz (posted on D2L)
10%	Comment/Question on 7 weeks of Readings
10%	Written review and group presentation of a reading
10%	Class participation (including in-class exercises and general participation)

#### **Final 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-

#### **\*\*Extra Credit Option\*\***

Students who attend part or all of the Urban Studies Student Research Forum to be held Friday, April 28, 2017 at the UWM Union Alumni Fireside Lounge and submit a one page reaction paper, will receive extra credit.

#### **Required Texts:**

All assigned readings are posted on course D2L site.

#### **Course Policies**

- ❖ **Special Accommodations:** Be sure to notify me right away if you have a **SAC VISA** and need special accommodations to take this class.
- ❖ **Changes to syllabus:** Students are responsible for any changes in this syllabus which are announced in class.
- ❖ **Technology:** Please make sure cell phones are off/silenced and leave laptops/tablets and other electronic devices at home or in your bag.
- ❖ **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 which could entail an "F" in the course or worse (see attached list of "University and Department Policies").

Wk	Date	Topic	Readings
1	1/26	Introduction	
2	2/2	Early Cities and N. American Urban Development Patterns	Fishman, Robert. (1987) <b>Urbanity vs. Suburbanity: France and the U.S.</b> , pp. 103-133. In <i>Bourgeois Utopias: Rise and Fall of Suburbia</i> . Jackson, Kenneth. <b>The Drive-in Culture of Contemporary America</b> (from <i>The Crabgrass Frontier</i> ). In <i>The City Reader</i> , pp.59-68; Bullard, Robert. (2000). <b>Anatomy of Sprawl</b> . In <i>Sprawl City: Race, Politics, and Planning in Atlanta</i> , pp. 1-19. <b>Optional:</b> Childe, Gordon. <b>The Urban Revolution</b> . In <i>The City Reader</i> , pp.27-34.
3	2/9	The Evolution of Urban Sociology and the Field of Urban Studies	Wirth Louis., <b>Urbanism as a Way of Life</b> . In <i>The City Reader</i> , pp.90-97; McKenzie, R.D. (1925). <b>The Ecological Approach to the Study of the Human Community</b> . In <i>The City</i> , pp. 63-79; Dear, Michael. <b>Los Angeles and The Chicago School: An Invitation for Debate</b> . In <i>the Urban Sociology Reader</i> , pp. 106-116.
4	2/16	Urban Society and Culture: Placemaking, City Publics, and Marketing the City	Greenberg, Miriam. (2008). <b>Marketing the City in Crisis</b> . In <i>Consuming the Entrepreneurial City: Image, Memory, Spectacle</i> , pp.19-44; Zuskin, Sharon. <b>Whose Culture, Whose City?</b> In <i>The Urban Sociology Reader</i> (from <i>The Culture of Cities</i> , 1995), pp. 281-289; Rodriguez, Joseph. (1996). <b>Public Art in Concord</b> . In <i>City vs. Suburb: The Culture Wars in an American Metropolis</i> , pp.105-131.
5	2/23	Urban Crisis, Decline, and Renaissance	Kahn, H. (2011). <b>Destroying Detroit (in order to save it)</b> . GQ. Desmond, M. 2016. <b>Evicted: Poverty and profit in the American city</b> (prologue, and chapters 1-3, pp.1-43) Newman, K. & Wyly, E. (2010) <b>The Right to Stay Put, Revisited: Gentrification and Resistance to Displacement in New York City</b> . In <i>The Gentrification Debates Reader</i> , pp. 542-571.
6	3/2	The City and Race/Ethnicity: Difference, Exclusion & Division	Caldeira, Teresa. <b>Fortified Enclaves: The New Urban Segregation</b> . In <i>The Urban Sociology Reader</i> , pp.327-335; Jones, Patrick. (2009). <b>The Struggle for Open Housing</b> . In <i>Selma of the North: Civil Rights Insurgency in the North</i> , pp. 169-209. Portes, Alejandro & Manning, Robert. <b>The Immigrant Enclave: Theory and Empirical Examples</b> . In <i>The Urban Sociology Reader</i> , pp.154-163.
7	3/9	The City and Capitalism/Globalization: Urban Political Economy and Neoliberal Urbanism	Logan, John & Molotch, Harvey. <b>The City as Growth Machine</b> . In <i>The City Reader</i> pp. 464-476. Jordan, Jennifer. (2003). <b>Collective Memory and Locality in Global Cities</b> . In <i>Global Cities: Cinema, Architecture, and Urbanism in a Digital Age</i> , pp. 31-48. Sassen, Saskia. <b>The Urban Impact of Economic Globalization</b> . In <i>The Urban Sociology Reader</i> (From <i>Cities in a World Economy</i> , 2000), pp.230-40.
8	3/16	<b>Midterm Exam</b>	<b>In-class essay exam</b>
9	3/23	<b>Spring Break</b>	<b>Enjoy your break!</b>

10	3/30	Constructing Community, Civic Democracy, and New Urban Design	Putnam, Robert. <b>Bowling Alone: America's Declining Social Capital</b> Ross, Andrew. (1999). <b>Learning From Celebration</b> . In <i>The Celebration Chronicles: Life, Liberty, and the Pursuit of Property Value in Disney's New Town</i> , pp. 295-325. Kenny, Judith. (2003). <b>Constructing the 'Genuine American City': Neo-traditionalism, New Urbanism, and Neo-liberalism in the Remaking of Downtown Milwaukee</b> . <i>Cultural Geographies</i> 11: 74-98.
11	4/6	Redevelopment and Transportation Policy	Rodriguez, Joseph. (2015). <b>New Urbanism and Community Protests</b> . In <i>Bootstrap New Urbanism: Design, Race, and Redevelopment in Milwaukee</i> , pp. 135-157. Rast, Joel. (2004). <b>Transportation Equity and Access to Jobs</b> , (Center for Economic Development report), pp. 1-33;
12	4/13	Regionalism and Metropolitcs	Orfield, Myron. (2002). <b>Metropolitcs and the Case for Regionalism</b> . In <i>American Metropolitcs: The New Suburban Reality</i> , pp. 155-172; Calthorpe, Peter. (2001). <b>Introduction/Living in the Regional World</b> . In <i>The Regional City</i> , pp. 1-30.
13	4/20	No class	Work on your presentation/research paper
14	4/27	Sustainable Development	Campbell, Scott. (1996). <b>Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development</b> . <i>Journal of the American Planning Association</i> , 62 (3): 296-310. Beatley, Timothy. (2003). <b>Planning for Sustainability in European Cities: A Review of Practices in Leading Cities</b> . In <i>The Sustainability Reader</i> , pp. 1330-339.
15	5/4	<b>Presentations</b>	
16	5/11	<b>Presentation and Potluck</b>	

**\*\*\*Final paper due Saturday, May 13 by midnight;**  
**\*\*\*\*\*Policy Quiz open on D2L, Monday-Tuesday May 1-2 (covering weeks 10-14)\*\*\*\*\***

## UNIVERSITY AND URBAN STUDIES PROGRAMS POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

**Students with Disabilities.** Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: <http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

**Religious Observances.** Policies regarding accommodations for absences due to religious observance are found at the following: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm)

**Students called to active Military Duty.** Accommodations for absences due to call-up of reserves to active military duty are found at the following: [http://www4.uwm.edu/current\\_students/military\\_call\\_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)

**Incompletes.** You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)

**Discriminatory Conduct** (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S47.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf)

**Academic Misconduct.** Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following: <http://www4.uwm.edu/osl/dean/conduct/cfm>

**Complaint Procedures.** Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at:

[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S49.7.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S49.7.htm)

**Grade Appeal Procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at [http://www4.uwm.edu/lets/upload/grievance\\_procedure.pdf](http://www4.uwm.edu/lets/upload/grievance_procedure.pdf)

Procedures for graduate student grade appeal can be found at

<http://www.graduateschool.uwm.edu/students/policies/>

**Final Examination Policy.** Policies regarding final examinations can be found at the following:

[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S22.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm)

Update 07/2011