

# Urban Studies 150

## Multicultural America

**Summer 2016 (3<sup>rd</sup> 4 wk session)**

**July 25-August 20**

Online Course

### **Instructor**

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### **Course Overview**

Urban Studies 150 is an interdisciplinary course that explores the intersection of multiculturalism and urban development. This course is a required course for the major in urban studies and counts toward the urban studies certificate. 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. 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 privilege 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. A significant part of the course will examine how race and ethnicity have shaped patterns of segregation and economic division across the American urban landscape as well as the role of immigration and ethnic enclaves and economies in transforming urban spaces in the 20<sup>th</sup> and 21<sup>st</sup> century. We will also consider how gender and sexual orientation have been defined and represented in urban space.

Urban Studies 150 may be used to satisfy the Core Course requirement for the UWM Cultures and Communities Certificate Program. The Certificate is an opportunity to earn the equivalent of a Minor in multicultural studies and community engagement while also completing your General Education requirements. For more information visit the Program home page at [www.cc.uwm.edu](http://www.cc.uwm.edu)

### **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.
- B) (3.1.4) Intercultural Knowledge and Competence including the ability to interact with and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.

**GER Cultural Diversity (CD) General Goals:**

- A) (4.5b2) Investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;
- B) (4.5b3) Explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;
- C) (4.5b4) Reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitudes towards people whose cultural and social identities differ from their own.

**Specific Course Goals - 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, and urban planning
- 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 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 20<sup>th</sup> and 21<sup>st</sup> century

**Course Organization**

This course will be conducted entirely online. You will use the D2L course site extensively. The course site will include quizzes, a dropbox for the final exam, discussion forum for 3 discussion topics, and content pages where lectures and other materials are located. By going to the content page, you will be able to see how the course is organized by days in a Monday, Thursday format. For each day there will be specific tasks assigned as links such as course readings and lectures, as well as perhaps a discussion, video and/or quiz. Be sure to consult the D2L site often. At the end of this syllabus I provide a detailed schedule of tasks.

As an online class, nearly all materials will be in a text format and given the very compressed “semester” of a four week summer session, it is extremely important that students budget their time carefully and allow enough time to fully read, analyze and understand all the materials of the course

in time for quizzes and exam. Do not get behind in readings. Please look ahead in the syllabus and consider reading ahead if you can manage it.

**Work load and time management:** As a four week summer session course (which is one fourth of the regular 16 week semester) you should expect to devote a considerable amount of time to this class each week. If this were a regular class that meets face to face, you would be expected to meet in class for 3 hours a day, four days a week for the 4 weeks of the summer session, which does not include time for homework. As an online class, there is the benefit of added flexibility, but that does not change the fact that students will be expected to complete the same workload for 3 credits as during the regular term. So students should expect to spend roughly 2-3 hours each day (not including weekends) to complete readings, lectures, and other course assignments such as discussion posts or quizzes. Because there is so little time overall, if you get behind it is likely you won't be able to catch up. So my best advice is to stay on top of the work and don't fall behind!

**Instructor availability:** I will be working on administering the course throughout the session. You should feel free to contact me with any questions you have regarding the course. The best way to contact me is via email, during the day (9:00-4:30), during the work week (Monday-Friday). I will do my best to respond to your questions promptly. I usually check my email 3-4 times a day, though less often on evenings and weekends.

### Course Assignments and Grades

#### **I. Discussion Forum (30%)**

There will be three discussion forum assignments that will involve responding to a specific question I pose which may also include links to some additional readings/videos, AND responding to student posts. The point of these discussion forums is to provide students the opportunity to engage with the course content and with each other on a regular basis. When a question is assigned, students will be expected to answer the discussion question with a minimum 150-250 word post, and to respond to at least two students' posts of 75-100 words length. These responses will be graded based on their thoughtfulness and clarity and ability to integrate course readings and other materials into your responses. Students will not be able to post late. I will divide the class into smaller groups so discussion forums are easier to follow and more intimate. There are more specific guidelines about discussions posted on the D2L site (be sure to review the "discussion etiquette and grading" document and the "how to post to the discussion forum" help file).

#### **II. Quizzes (40% of grade)**

Students will complete three short, timed quizzes that cover readings and lecture material. Quizzes will generally be open for two days. Quizzes will be in a multiple choice/true-false/matching format and count toward 40% of the course grade (each quiz is worth 13.333% of final grade). **Students will have 30 minutes to complete and only one attempt for each quiz, so once you start you will need to complete the quiz. No make-up quizzes will be allowed.** Be sure you have a reliable internet connection and have reviewed the "how to take a quiz" tips before taking your first quiz. Students must take quizzes alone, and cannot take quizzes in the company of other students, and you must not communicate information about the quizzes to other students. Any violation of these rules will constitute cheating and be subject to academic misconduct and failure of the entire course.

### **III. Final Exam (30% of Grade) – Due Saturday, August 20 by 11:59PM.**

The final exam will be in essay format and will ask students to define and relate some key terms and concepts discussed in readings and lectures, and to develop an argument related to a set of course themes and content. The essay exam will be available Thursday, August 13 at 8AM and will need to be uploaded to the dropbox no later than Saturday, August 20, at 11:59PM. Do not begin the exam until you are caught up on readings, lectures, and videos.

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

40% 3 Quizzes  
30% Discussion Forum  
30% Final Written Exam

#### **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-

#### **Required Texts:**

All the readings for the course are available on the D2L site (ereserve is no longer used). Readings assigned for a particular day means that those readings will be applied to the other tasks for that day's assignments (quiz, discussion, etc.). It is very important that students take the time necessary to complete the readings as both quizzes and other course assignments will draw heavily from them, i.e., it is unlikely you will be able to do well (A/A-/B+), or even moderately well (B/B-/C+), if you neglect this part of the course.

#### **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). If you do not have MS powerpoint, you can download the viewer for free from Microsoft.

D2L as a course management program for the entire U.W. system occasionally has an unexpected glitch as well as some planned downtime for maintenance and upgrades. The only planned shutdown during summer session is Sunday, Aug. 16.

#### **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.

**Academic Misconduct:** Any students found guilty of academic misconduct (e.g. cheating, plagiarism, submitting work completed for another class or work that is not your own, etc.) will be given a grade of "0" on the relevant assignment and very likely receive an "F" in the course as disciplined according to the UWM Student Academic Disciplinary Procedures (see attached list of "University and Department Policies").

#### **\*\*Changes to syllabus\*\***

Students are responsible for any changes in this syllabus which are posted on the D2L site.

Wk	Date	Topic	Readings (additional short readings/articles, online videos and audios may also be assigned – check the D2L course site’s weekly Task Pages)
1	Monday, 7/25	What is Urban Studies and what are Urban Frameworks?  Race, ethnicity, class, and gender: Some formulations	Feagin J. & Feagin, C. (1999). <i>Race and ethnic relations</i> , (chaps. 1&2 “Basic concepts in the study of racial and ethnic relations” and “Adaptation and conflict: Racial and ethnic relations in theoretical perspectives,”pp.4-63);
	Thursday, 7/28	Urban/Metropolitan Development and Class/Race	Swanstrom, T. & Hayward, C. (2011). <i>Justice and the American metropolis</i> , (introduction, pp. 1-29); Levine, M. (2010). “The crisis deepens: Black male joblessness in Milwaukee;”
2	Monday, 8/1	Race/ethnicity and Housing I	Hunt, B. 2009. <i>Blueprint for Disaster: The unraveling of Chicago Public Housing</i> , (ch. 6 “Planning a social disaster,” pp. 145-181). Jones P. 2009. <i>Selma of the North: Civil rights insurgency in the North</i> (ch.5 “The struggle of open housing, pp. 169-209);
	Thursday, 8/4	Race/ethnicity and Housing II: Urban (re)Development and Gentrification	Pattillo, M. 2007. <i>Black on the Block: The politics of race and class in the city</i> , (ch. 2 “Black bourgeoisie meets the underclass,” pp. 81-110); <i>Milwaukee Journal Sentinel</i> articles: “U.S. accuses New Berlin of racial bias in housing decision” & “Feds support New Berlin low-income, senior housing project.”
3	Monday, 8/8	Cities and Ethnicity: Immigration, Ethnic Economies and Place-making	Portes, A. & Stepick, A. 1993. <i>City on the edge: The transformation of Miami</i> , chapters 6 & 8 (“How the enclave was built” & “Lost in the fray: Miami’s black minorities, pp. 123-149 & 176-202); Rojas, J. 1993. “Los Angeles-The enacted environment of East Los Angeles,” <i>Places: Forum for Design for the Public Realm</i> , 8(3): 42-53.
	Thursday, 8/11	Gender and Sexual Orientation and the City	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; Bell, D. & Binnie, J., 2004. “Authenticating queer space: Citizenship, urbanism, and Governance. <i>Urban Studies</i> 41(9): 1807-1820.
4	Monday, 8/15	Sustainable Communities and Environmental Justice	Fainstein, S. 2011. “Redevelopment planning and distributive justice in the American metropolis” in <i>Justice in the American metropolis</i> , Swanstrom, T. & Hayward, C. (eds.), pp. 149-175; Agyeman, J. 2005. “The sustainability discourse and sustainable communities” in <i>Sustainable communities and the challenge of environmental justice</i> , pp. 39-78.
	Thursday, 8/18		Final Exam will be posted on Thursday at 8:00AM. Exam will be due uploaded to D2L dropbox on Saturday (8/20) by 11:59PM.



College of Letters and Science  
Urban Studies Programs

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)

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