

# Urban Studies 150

## Multicultural America

### Fall 2018

Thursdays 4:30-7:10

Location: Bolton B92

### Instructor

Dr. Jamie M. Harris

Office: Bolton Hall 796

Phone: 229-4629

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### Service Learning

Center for Community-Based Learning, Leadership, and Research (<http://www.community.uwm.edu>)

Union G28 (near main entrance)

Phone: 229-3161

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### 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. 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> centuries. This semester, there will be a particular focus on housing and environmental justice as case studies as we explore these different topics throughout the course.



The City of Milwaukee provides an excellent opportunity to experience the cross-cultural mosaic of urban life, and to witness community relationships and social change up close, as they are made and experienced by individuals and communities. To gain competency in cross-cultural learning then, each student in the

course will be required to complete a Service Learning component. This will involve a commitment of 20 logged Service Learning hours (not including orientation) over the semester in a placement coordinated by the UWM Center for Community-based Learning, Leadership and Research. Participation in a community setting will allow each student to experience directly how different social actors, communities, and neighborhoods work in different ways to define and remake the urban environment. Work in a community placement enhances understanding of the issues explored in the classroom, and our ability to put theory into practice regarding the social and cultural history of

the city and its built environment. To accommodate the extra time required for service learning, two class periods are cancelled and there are two additional weeks without readings.

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)

**Race, Ethnicity, and Diversity Credit and Social Science Credit**

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

**UW Shared Learning (SL) Goals Assessed:**

- A) (3.1.3) Effective Communication Skills including listening, speaking, 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) Goals Assessed:**

- A) (4.5.b.2) Investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;
- B) (4.5.b.3) Explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;
- C) (4.5.b.4) 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.

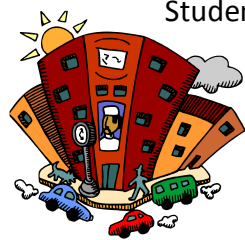
**GER Social Science (SS) Goals Assessed:**

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

<b>Race, Ethnicity &amp; Diversity Learning Objectives</b>	<b>Social Science Learning Objectives</b>
Students will be able to identify and characterize the cultural and social diversity of urban settings and communities drawn from readings in sociology, geography, history, political science, urban planning and your service learning placement.	Students will be exposed to readings drawn from the social sciences, urban history, and urban planning, which detail federal policies and local collective actions that have shaped urban and metropolitan development along lines of race, class, ethnicity, gender, and sexual orientation in the post-war period.
Students will be able to explain how patterns of urban development and change structure privilege and marginalization for different social groups as	Students will examine how neighborhood organizations and other community actors are presently working to address segregation and urban inequality, and to

well how urban space is used to construct community identities and foster movements for social change.	formulate urban and regional policy proposals that address these problems.
Students will gain a better understanding of 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.	Students will identify and assess competing theoretical frameworks related to urban development and race, ethnicity, class, and gender, to offer meaningful explanations of urban-related problems and change.
Students will be able to identify and characterize inequality, particularly racial and ethnic 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.	
Students will be able to describe and assess how some local actors and community organizations are addressing urban inequality from class texts and your service learning placement.	
<b>Development of Important Skills that Apply Outside the Classroom/Transferable Skills</b>	
Develop and refine, both in written and oral form, argumentation and analysis skills	Develop and refine presentation skills
Critical thinking and analysis skills	Problem-solving skills
Working with Groups and Collaborative Skills	

### Requirements and Grades



Student performance in this class is assessed by a variety of evaluation techniques: in-class exam, written review and presentation of a reading, small group exercises, reading assignments, service learning journal entries, a final project assignment and group presentation, and overall participation in the class. Each of these assignments is aimed at developing academic skills. By the end of the course students should not only have a better knowledge of race and ethnicity and its relationship to urban development and change, but also improved their ability to express themselves orally, and in writing, and apply their learning beyond the classroom.

#### **I. Written Review and Presentation of a Reading (10% of Grade) Upload to Canvas AND Bring 5 copies.**

Each student will select **1 reading** out of a list I will provide the first week. Students will write a typed, two page review, due the week the reading is assigned. The week the reading review is due students will present their review to their group, and act as the facilitator of the discussion. I will provide a more detailed handout for how to organize your written review. These reviews should present some evaluation or assessment of the reading, identifying the significance of the topic for the concepts we have been addressing in class, and if possible, describe how the issues raised in the

reading relate in some way to your service learning placement. In each review 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 Canvas site by 3pm on the day you present, and students should bring 5 copies to class for their group.

## **II. In-Class Exam (35% of grade)**

There will be one in-class exam on November 8, 2018. I will provide more information about the content of the exam in the weeks prior to the exam.

## **III. Service Learning Project (35% of Grade)**

Introduction and Objectives: One of the primary assignments for the semester is a community-based service learning project. The project is worth 150 points or 35% of your overall grade in the course. The purposes of the project are: 1) for students to learn about the ways organizations and community actors address racial and ethnic inequality, and promote neighborhood/community development and sustainable development practices; 2) to help meet the needs of agencies working to improve the lives of Milwaukee residents and their communities; 3) to more fully integrate the service learning with the course; 4) to work collaboratively with your classmates; 5) to create a document about your experience that can be shared. Students will base their final project on their 20 hours of service learning with a community agency. Students will do both individual and group work as part of the assignment. The group portion will involve creating a presentation about your service learning that will be presented to the class during the last period. Groups will be organized by service learning sites that are made up of 2 or 4 students. All materials except the time sheet should be uploaded to the appropriate assignment on Canvas.

### Fall 2018 Service Learning Sites:

- Business Inventory Assistant (2) and Block Club Survey Assistant (2) - Burleigh Street Community Development Organization (West Side-Sherman Park)
- Community Events Assistant (3) - Havenwoods Economic Development Corporation (Northwest Side-Havenwoods Neighborhood)
- Community Organizing and Planning (3) - 5 Points Neighborhood Association (Harambee/5 Points neighborhood)
- Commercial Corridor Service Learner (4) - City of Milwaukee Department of City Development (Downtown)
- Community Outreach (2) - Quasimondo Physical Theatre – (North Side)
- Eviction Defense Project Researcher (4) – UWM/Legal Action Eviction Defense Project (Downtown)
- Saturday Food Pantry Volunteer (2) - Riverwest Food Pantry (Riverwest Neighborhood)
- Tuesday Breakfast Meal Assistant (3) - The Gathering (Downtown)
- Radio Assistant (2) - Ex Fabula (Downtown)

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

**(1.) *SL Journaling Assignment (50 points)*** A total of five journal entries of at least two typed pages each are required over the duration of your service learning. These entries should correspond to different site visits and be dated. Journal entries have due dates over the semester (see schedule). *(see Journal Entry Guide on Canvas)*

**(2) SL Project Presentation (40 points) – Due December 13<sup>th</sup>** -This is due the day each group gives their presentation to the class. Your group presentation should include multiple pages/slides (4-6), with some text and visual content (photos; video-short, less than 2 minutes; maps, other artifacts), and be visually well-designed. I will shortly provide more information on how students can create their presentation. In general, each presentation will need to include the content below:

- 1) Briefly discuss the mission/history of the organization/program where you did your service learning
- 2) Highlight the importance/significance of the organization and how it relates to the course/urban studies/topics we've covered, etc.
- 3) Provide some interview/comments from staff/clients
- 4) Provide some visual information throughout (photos, video, maps, etc. Photos of the organization should be taken from existing sources (website e.g. and cited/credited in your slide unless given explicit permission to photograph activities or coworkers on site).
- 5) Discuss the nature of the project you worked on and include an edited and brief journal entry (1 or 2) from anyone in the group that is particularly interesting, relevant, provocative, etc.
- 6) **One slide devoted briefly to the #1-3 questions** that are part of the Service Learning Reflections worked out as a group. This will be different from your individual SL reflections assignment that everyone turns in.

**(3) Service Learning Reflections – Due Sunday, December 9 by NOON.** Each individual in the class submits their responses to the 4 questions below (typed, 5-6 pages, double-spaced): (60 points)

(1) In what ways are your service learning and the work of the organization connected to urban/neighborhood redevelopment and the fostering of multicultural identity and community that have been addressed in class readings and discussions? Be sure to use and cite at least (3) TEXTS from class and some class lecture/discussion material to develop your response and cite your references.

(2) In what ways are your service learning and the work of the organization addressing economic inequality, hypersegregation, and social marginalization?

(3) To what extent are there limitations to your service learning work and the work of your organization to address structures of privilege and marginalization in Milwaukee? To what extent can local actions make a difference or do other outside factors supercede local efforts to reduce inequality (if so, discuss what they are)?

4) Did you learn or experience something new in the process of doing your service learning that you found to be meaningful or significant in some way. If yes, describe what you got out of the service learning experience, or alternatively, describe the ways you felt service learning did not live up to its goals (Please be aware that I am completely neutral on your response here, but I do want everyone to answer the question honestly).

**(4) Completion of 20 hours of service learning (and submission of signed time log).** Your time log should be turned-in to me in class on the day you give your presentation (\*\*Note: the site orientation does not apply to your total hours). IMPORTANT: Without this form, I cannot give you a final grade on your project-so don't lose it! I will provide additional information about the final project, the grading rubric used, guidelines for your presentations and journal entries, and helpful suggestions.

#### **IV. In-Class Exercises (part of class participation 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. Afterward, we will often 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 participation are critical for these kinds of exercises to be successful. These exercises cannot be made up if you miss class.

#### **V. Weekly Reading Assignments and Overall Class participation (20% of grade)**

I will provide more information about these weekly reading assignments in class.

This class is organized around a good deal of small group work and class discussion on readings. Therefore it is extremely important that everyone come to class having read the assigned material and be prepared to participate in class discussion. If it becomes necessary, I may include some weekly quizzes on readings.

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

- 10% Written review and group presentations of a reading
- 20% Class participation (including weekly reading assignments, in-class work and quizzes if necessary)
- 35% In-class exam
- 35% Service learning project

#### **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-

#### **Workload:**

Credit hour policy: This 3-credit course meets for roughly 3 hours per week during the semester. Per UWM policy, students are expected to put in 7-8 additional hours per week for a 3 credit course (including studying, working on readings and assignments, and completing service learning to achieve the learning goals of this course).

#### **Extra Credit Option**

Students who attend the Urban Studies Fall Lecture in Greene Hall on Friday, October 19 and do a one page written reaction that relates the talk/topic to a reading and/or class topic and submit to Canvas by Oct. 24 will receive extra credit.

#### **Required Texts:**

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

Students should be sure to have read readings prior to class for the week they are assigned.

## COURSE POLICIES

**\*\*REMINDER: No weapons are permitted in any building on the UWM campus\*\***

**Technology:** Please make sure cell phones are off or silenced and leave laptops/notebooks/tablets and other electronic devices at home or in your bag. And you might be curious to learn that numerous studies have shown that students retain more from taking written notes during lecture than typed notes on a laptop or other device—different parts of the brain are engaged in these activities (see: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>)

**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) 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 “University and Department Policies”).

**\*\*Changes to syllabus\*\***Students are responsible for any changes in this syllabus which are announced in class.

Wk	Date	Topic	Readings
1	9/6	Introduction to course and Service Learning	Discuss SL placements
2	9/13	<b>CCBLR SL Orientation;</b> Race, ethnicity, class, and gender: Some formulations <b>Register for SL site</b>	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). Swanstrom, T. & Hayward, C. 2011. <i>Justice and the American metropolis</i> , (introduction, pp. 1-29); Film: <i>What’s race got to do with it (dvd-1489)</i>
3	9/20	Urban/Metropolitan Development and Class/Race and studying neighborhoods <b>Schedule SL Site Orientation/First Visit for this week (Sept 14-21)</b>	Smith, J. & Betancur, J. 2016. <i>Claiming Neighborhood: New Ways of Understanding Urban Change</i> (chap. 1, Prevailing Approaches to the Study of Neighborhoods and Change, pp.1-22). Powell, J. et al. 2006. Towards a transformative view of race: The crisis and opportunity of Hurricane Katrina. In Hartman, C. & Squires, G. (eds.) <i>There is no such thing as a natural disaster: Race, class, and Hurricane Katrina</i> (59-84). Film: <i>Trouble the water dvd-4048)</i>
4	9/27	Post-war Development of U.S. Cities: Urban Crisis and Racial Inequality <b>First Journal Entry Due</b>	Levine, M. 2010. “The crisis deepens: Black male joblessness in Milwaukee;” Hunt, B. 2009. <i>Blueprint for Disaster: The unraveling of Chicago Public Housing</i> , (ch. 6 “Planning a social disaster,” pp. 145-181). Film: <i>The Pruitt-Igoe myth (dvd-6318)</i>
5	10/4	--NO CLASS THIS WEEK--	<b>Everyone should plan to use this week for at least two service learning site visits and upload your 2<sup>nd</sup> and 3<sup>rd</sup> journal entries by Sunday Oct. 7</b>
6	10/11	Race/ethnicity and Housing I: History of Housing Segregation and Federal and Local Housing Policy	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); Desmond, M. 2016. <i>Evicted: Poverty and profit in the American city</i> (prologue, and chapters 1-3, pp.1-43) Film: <i>Dream big dreams</i>
7	10/18	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;” Perry, E. 2017. <i>Live and Let Live: Diversity, Conflict, and Community in an Integrated Neighborhood</i> , (chap. 2, “Locating Riverwest”), pp. 15-41. <b>Tentative Date for Guest Speaker: Carla Wertheim of the Metropolitan Milwaukee Fair Housing Council</b> Film: <i>Flag wars (dvd-3358)</i>
8	10/25	Cities and Ethnicity I: 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. Film: <i>The New LA (dvd-3486)</i>
9	11/1	--NO CLASS-- <b>4<sup>th</sup> and 5<sup>th</sup> Journal Entries due-upload to Canvas by Sunday 11/4 at 7pm</b>	This is the week everyone should plan to finish up their SL and complete the final journal entries; Also, use the extra time to work on your Service Learning Group Project Presentation and schedule time to meet with your group – sign up for meeting times with your group.
10	11/8	<b>In-Class Exam</b>	<b>Meet in class to take 1 hr and 15 minute essay exam. Class will be dismissed after exam.</b>



11	11/15	<b>Urban Studies State of Milwaukee Summit: <i>Immigration and the City in the Trump Era</i></b>	<b>**Student Union Alumni Fireside Lounge, 5:30-7pm. Meet at the Summit** (Readings TBD and posted on Canvas)</b>
12	11/22	<b>Thanksgiving Break</b>	No Class – Have a nice Thanksgiving Break!
13	11/29	Cities and Ethnicity II: Immigration, Ethnic Economies, and Place-making	Buff, R. 2017. <i>Against the Deportation Terror</i> (chap. 7 “Repurposing Immigrant Rights Advocacy, 1950-1982”) pp. 195-218; Domonoske, C. & Gozales, R. 2018. <i>What we know: Family separation and ‘zero tolerance’ at the border.</i> Film: <i>Documented</i>
14	12/6	Sustainable Communities and Environmental Justice	White, M. 2011. <i>D-Town Farm: African American Resistance to Food Insecurity and the Transformation of Detroit</i> , pp. 406-418; Agyeman, J. 2005. <i>Sustainable communities and the challenge of environmental justice</i> , ch.2 “The sustainability discourse and sustainable communities, pp. 39-78. Film: <i>Dream a different city (dvd-1836)</i>
15	12/13	<b>Group Presentations and Class Potluck</b>	

**Final project (reflections, remaining journal entries, group presentation) due at noon on Saturday, Dec.15 uploaded to Canvas.**

## 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 Urban Studies Director 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 Urban Studies Director, 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