

# **Urban Studies 360: Perspectives on the Urban Scene - Green Cities, Urban Agriculture, Sustainability and Environmental Justice**

Syllabus Fall 2019: Online course on Canvas, 3 Credits

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## **1. Course Overview**

*"The right to the city is far more than the individual liberty to access urban resources: it is a right to change ourselves by changing the city. It is, moreover, a common rather than an individual right since this transformation inevitably depends upon the exercise of a collective power to reshape the processes of urbanization. The freedom to make and remake our cities and ourselves is, I want to argue, one of the most precious yet most neglected of our human rights."*

-- David Harvey (2010). "Social Justice and the City", p.315, University of Georgia Press

Approximately 55% of the World population now lives in cities and in large metropolitan areas. Increasing urbanization, urban social change, accelerated urban population growth, urban pollution and climate change are ongoing phenomena, and fundamental contemporary (and future) challenges. Space, culture, social institutions, people and the natural environment are now part of the whole urban experience, urban development, and urban sustainability. Life, time and space operate together, and both our current and future analysis and action require our understanding of that great complexity.

Our societies, cultures, communities, institutions, the natural and material worlds, as well as our ecosystems, present us with problems and progressive challenges that are leading us to the necessity of developing critical thinking and analytical tools, that therefore can lead us to the creation of a process for understanding, developing, and applying actions and philosophies/methods that support urban sustainability - and both resilient and just cities.

In the foundation of this process, there is a necessity to understand and think critically about cities, nature, cultures, societies, and human beings, and more importantly, their

interrelations and interdependences between each other as part of a whole – not as individual elements.

The current course assumes a spatial, cultural, and social approach to the urban sustainability, green/sustainable cities and environmental justice themes. This course is focused on studying and thinking about diverse elements such as urban sustainability, green space, public space, sports and recreation landscapes, environmental justice, urban agriculture, inequality and environmental racism through the lens of space and culture. In sum, this course aims to contribute to the process of analysis of the current and future changes and transformations, and also to provide a canvas for students to think and possibly act within the different urban settings – with special attention to sustainability, environmental justice, space and culture.

## **2. UW Shared Learning Credit and Social Science Credit**

This is a Social Science course that fulfills part of the General Education Requirements (GER). The course will address the following GER Social Science learning objectives through a variety of assignments and assessments detailed below:

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

A) Individual, social, and environmental responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

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

Students will be able to:

A) recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development;

B) identify and critically evaluate the function, structure and development of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships.

UW System Shared Learning Goals	Social Science Learning Objectives
<p>Students will identify how environmental, cultural, spatial, social, and economic components to urban sustainability efforts influence actors, institutions, and the production of space at both the global and local scale by analyzing different scholarly work, practical cases, and Milwaukee's sustainability plan.</p>	<p>Students will be exposed to readings drawn from the social sciences, humanities, urban environmental history, and urban planning to better understand how urban sustainability efforts are contested.</p>
	<p>Students will identify connections between the governance of urban sustainability efforts and its effects on the urban landscape, and on populations of varying socioeconomic backgrounds.</p>

### 3. Canvas

The current course will function fully online through the Canvas site. Students must have access to the Internet in order to properly participate and succeed in this course. Inadequate Internet access will not be accepted as an excuse for a late assignment. Assigned readings, lecture materials, and videos will be posted on Canvas under the week in which they are assigned. If you have trouble with Canvas or you have not used it yet, please see the following information on accessing and navigating Canvas. Please contact the UWM Help Desk, as described below, if you have questions about these requirements.

To find and browse the Canvas web site:

1. Go to the University of Wisconsin – Milwaukee website: <https://uwm.edu>.
2. Click on the top bar “Current Students”, and then, on the drop-down menu, click on “Canvas”.
3. Click on the button that says “Log Into Canvas” to access Canvas using your UWM ePanther account.
4. On the “Dashboard” page, you will see your active courses. On Canvas, this course is titled “Perspectives on the Urban Scene”, but its full name is Urban Studies 360: Green Cities, Urban Agriculture, Sustainability, and Environmental Justice.

5. Click on the course title to enter on the course and start exploring the content.
6. If you have difficulty getting into the course web site, please close your web browser completely and open it up again. Then, try logging on again using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.

#### What to do if you have problems with Canvas:

If you have any difficulties with Canvas, including problems with your login (e.g., you forgot your password, or if you just can't get on), please contact the UWM Help Desk by doing one of the following:

- ✓ Call the UWM Help Desk at (414) 229-4040 or toll free at 1-877-381-3459
- ✓ Call the CETL Learning Technology desk at (414) 229-4319

## **4. Course Materials**

All of the course materials are available online on Canvas.

The majority of the current course content are scholarly articles (in PDF), chapters from the City of Milwaukee's 2013-2023 Sustainability Plan: "*ReFresh MKE*" (in PDF), and other online articles from different urban studies platforms and news sources/media. Videos and other content will also be part of the fundamental course work, and those items are available on Canvas as well.

## **5. Course Structure**

**All of the course content is available online on Canvas. There is required content to complete each week, but we are not required to be online at the same time.**

New modules and the respective course content will open each week on Monday at 12:00 AM.

Due dates will always be listed within the assignment. **Weekly assignments will be generally due on Sunday at 3:00 PM. The pre-proposal, proposal and final paper will be due on specific dates and times visible in the syllabus and within the assignment page on Canvas.**

**Your week of course work starts on Monday at 12:00 AM and ends on the following Sunday at 3:00 PM.**

Future weeks' assignments will not open until the previous week has ended, much like if we were meeting in real time. The course schedule below represents a complete list of required weekly material that students are expected to read, watch, and/or listen to.

The instructor does not accept late submissions. Make sure that you are submitting everything before the due date and hour.

Finally, the current schedule and content is subject to slight modifications, but the instructor will notify the class at least two weeks in advance of any major changes.

<b>Week</b>	<b>Start Date</b>	<b>Theme</b>	<b>Materials &amp; What to Do</b>
1	September 3	Introductions and Green Cities	<ul style="list-style-type: none"> <li>• Read ReFresh Milwaukee, Introduction - Page 7 to 11.</li> <li>• Read Koh et al (2010) Eco-cities and Sustainable Cities.</li> <li>• Read Article - America's Most (and Least) Sustainable Cities, Ranked.</li> <li>• Watch and take notes: Video – “What is an Eco city/Green city?”.</li> <li>• Watch and take notes: Video – “Designing cities for sustainability, resilience and happiness   Paulina Lis   TEDxSanDiego”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 1 Lecture Page on Canvas.</li> <li>2. Assignment, Introduce yourself on the Discussion Forum. Instructions are available on Canvas.</li> <li>3. Assignment, Write a 1-page critical essay. Instructions are available on Canvas.</li> </ol>
2	September 9	Sustainability + Social & Cultural Thought	<ul style="list-style-type: none"> <li>• Read Harvey (2008) “The right to the city”.</li> <li>• Read Hannigan (2006) “Environmental Sociology as a field of inquiry”, Section “Classical sociological theory and the environment”, pages 5-10.</li> <li>• Read Muller and Mattissek (2018) “Green Visions A Dialogue”.</li> <li>• Read James (2015) “Urban Sustainability Conclusion”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 2 Lecture Page on Canvas.</li> <li>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas.</li> </ol>
3	September 16	Production of Space	<ul style="list-style-type: none"> <li>• Read Lefebvre (1991) “The Production of Space, at The People Place and Space Reader”.</li> <li>• Read Low (2016) “The Social Production of Space”.</li> <li>• Read Article - Doug Lain, “The Production of Space as Understood through Video Games”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 3 Lecture Page on Canvas.</li> <li>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas.</li> </ol>
4	September 23	Cultural Landscapes	<ul style="list-style-type: none"> <li>• Read Wu (2010) “Landscape Of Culture And Culture Of Landscapes”.</li> <li>• Read Low (2014) “Landscape, Nature and Culture”.</li> <li>• Read Low (2014) “Spatializing Culture”.</li> <li>• Read Hayden (1995) “Urban Landscape History”</li> <li>• Watch and take notes: Video – “Arijit Sen (UWM) Presents about Milwaukee's (North Side) Landscape”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 4 Lecture Page on Canvas.</li> </ol>

			<p>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas.</p>
5	September 30	Urban Metabolism	<ul style="list-style-type: none"> <li>• Watch and take notes: Video – “What is Urban Metabolism (by UN Environment)”.</li> <li>• Watch and take notes: Video – “Urban Metabolism”.</li> <li>• Read UN Environment “Urban Metabolism for Resource Efficient Cities” - Page 3 to 8.</li> <li>• Read Gunawan and Pusaka (2016) “Introducing the Urban Metabolism Approach for a Sustainable City”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 5 Lecture Page on Canvas.</li> </ol> <p style="text-align: center;"><b>✓ PRE-PROPOSAL DUE, OCTOBER 5, 10:00 PM</b></p>
6	October 7	Environmental Justice	<ul style="list-style-type: none"> <li>• Watch and take notes: Video – “A Brief History of Environmental Justice”.</li> <li>• Read Holifield (2001) “Defining Environmental Justice and Environmental Racism”.</li> <li>• Read Spirn (2005) “Restoring Mill Creek”.</li> <li>• Read Article - “Just in Time for Juneteenth: A Mapping Tool That Makes It Easier to Spot Environmental Justice”</li> <li>• Read the EJ overviews by the EPA and by the Department of Justice.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 6 Lecture Page on Canvas.</li> <li>2. Explore the EJ SCREEN - EPA's Environmental Justice Screening and Mapping Tool (link on Canvas).</li> <li>3. Assignment, Write a 1-page critical essay. Instructions are available on Canvas.</li> </ol>
7	October 14	The Neoliberal City and Environmental Justice	<ul style="list-style-type: none"> <li>• Read Harvey (2006) “Neo-liberalism as Creative Destruction”.</li> <li>• Read Perkins (2009) “Out of the Green Shadow”.</li> <li>• Read WUWM 89.7 Piece - “Environmental Health &amp; Justice Issues Figure Into Milwaukee’s Segregated Landscape”.</li> <li>• Read City Lab Article - “Environmental Justice Enters Its Age of Anxiety”.</li> <li>• Read City Lab Article - “Which Cities Have Concrete Strategies for Environmental Justice?”.</li> <li>• Optional &amp; Recommended Reading: Roy (2011) “Non-profit and Community-Based Green Space Production in Milwaukee”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 7 Lecture Page on Canvas.</li> <li>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas.</li> </ol>
8	October 21	Inequality, Housing and Environmental Justice	<ul style="list-style-type: none"> <li>• Read ReFresh Milwaukee, Buildings - Page 13 to 19.</li> <li>• Read ReFresh Milwaukee, Human Capital - Page 35 to 39.</li> <li>• Read Pulido (2000) “Rethinking Environmental Racism”.</li> <li>• Watch and take notes: Video – “Environmental Racism Explained”.</li> <li>• Watch and take notes: Video – “Why Cities Are Still So Segregated   Let’s Talk   NPR”.</li> </ul>

			<ul style="list-style-type: none"> <li>• Watch and take notes: Video – “Environmental Racism Is the New Jim Crow”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 8 Lecture Page on Canvas.</li> <li>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas.</li> </ol>
9	October 28	Green Gentrification	<ul style="list-style-type: none"> <li>• Read Smith (1996) “Class Struggle on Avenue B”.</li> <li>• Read Pearsall and Anguelovski (2016) “Contesting and Resisting Environmental Gentrification”.</li> <li>• Read Checker (2011) “Wiped Out by the Greenwave”.</li> <li>• Read Article – “Can we green the hood without gentrifying it?”.</li> <li>• Read Article – “Green Gentrification on the Los Angeles River: A Battle for the Future of the City”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 9 Lecture Page on Canvas</li> <li>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas</li> </ol>
10	November 4	Public Space and Green Space	<ul style="list-style-type: none"> <li>• Read ReFresh Milwaukee, Land &amp; Urban Ecosystems, Page 41 to 47.</li> <li>• Read Neal (2009) “Locating Public Space Common Ground”.</li> <li>• Read Orum (2009) “Introduction Common Ground”.</li> <li>• Read Byrne and Wolch (2009) “Nature, Race, and Parks”.</li> <li>• Read City Lab Article – “For African Americans, Park Access Is About More Than Just Proximity”.</li> <li>• Read City Lab Article – “Inequality in American Public Parks”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 10 Lecture Page on Canvas</li> </ol> <p style="text-align: center;"><b>✓ PROPOSAL W/ BIBLIOGRAPHY DUE, NOVEMBER 7, 10:00 PM</b></p>
11	November 11	Landscapes of Sport and Recreation	<ul style="list-style-type: none"> <li>• Read Erten and Ozfilliz (2012) “Stadium_Construction_and_Sustainability”.</li> <li>• Read BBC Article – “Fifa World Cup hits the poorest hardest”.</li> <li>• Read Article – “Rio’s Olympic Inequality Problem, in Pictures”.</li> <li>• Read Trendafilova et al (2014) “Environmental Sustainability in Sport Facilities in East Tennessee”.</li> <li>• Read Santos-Gomez (2017) “Leveling the Field”.</li> <li>• Read Trouille (2012) “Neighborhood Outsiders, Field Insiders Latino Immigrant Men and the Control of Public Space”.</li> <li>• Read Article – “Supporting a compassionate city through urban soccer placemaking”.</li> <li>• Read City Lab Article – “A Brighter Future for Run-Down Basketball Courts”.</li> </ul> <ol style="list-style-type: none"> <li>1. Visit Week 11 Lecture Page on Canvas</li> <li>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas</li> </ol>
12	November 18	Food Systems and Urban Agriculture	<ul style="list-style-type: none"> <li>• Watch and take notes Video – “The underlying racism of America’s food system: Regina Bernard-Carreno at TEDxManhattan”.</li> <li>• Read ReFresh Milwaukee - Page 29 to 35; Read Page 70 to 72.</li> <li>• Read Alkon and McCullen (2010) Whiteness and Farmers Markets”.</li> </ul>

			<ul style="list-style-type: none"> <li>• Read Mares and Pena (2011) "Environmental and Food Justice".</li> <li>• Read and watch: Article and Video – "Fighting food deserts and hunger in Milwaukee".</li> <li>• Read Article – "Making Milwaukee's Food Desert Bloom".</li>   <ol style="list-style-type: none"> <li>1. Visit Week 12 Lecture Page on Canvas</li> <li>2. EXPLORE - Food Access Research Atlas</li> <li>3. EXPLORE Map App - Food Access Research Atlas</li> <li>4. Assignment, Write a 1-page critical essay. Instructions are available on Canvas</li> </ol> </ul>
13	November 25	Thanksgiving	N/A
14	December 2	Water and Pollution	<ul style="list-style-type: none"> <li>• Read ReFresh Milwaukee, Water, Page 61 to 66.</li> <li>• Read ReFresh Milwaukee, Resource Recovery, Page 55 to 59.</li> <li>• Read Butler et al (2016) "The Flint, Michigan, Water Crisis".</li> <li>• Read "EPA - Benefits of Green Infrastructure".</li> <li>• Read Article – "Mapping Where Traffic Pollution Hurts Children Most".</li> <li>• Read Article – "Flint Has Been Looking at Water All Wrong".</li> <li>• Article – "People of Color Are Disproportionately Hurt by Air Pollution".</li> <li>• Article – "Zero Waste Cities: At The Forefront Of The Sustainable Development Goals Agenda".</li>   <ol style="list-style-type: none"> <li>1. Visit Week 14 Lecture Page on Canvas</li> <li>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas</li> </ol> </ul>
15	December 9	Energies and Transportation	<ul style="list-style-type: none"> <li>• Read ReFresh Milwaukee, Energy, Page 21 to 27.</li> <li>• Read ReFresh Milwaukee, Mobility, Page 49 to 53.</li> <li>• Read Sorkin (1999) "Introduction Traffic in Democracy".</li> <li>• Read Kenworthy (2006) "The eco-city ten key transport and planning dimensions".</li> <li>• Read Article – "5 Sustainable Infrastructure Projects Other Cities Might Want to Copy".</li> <li>• Read Article – "How Ljubljana Turned Itself Into Europe's 'Green Capital'".</li> <li>• Read Article – "Where the Poor Spend More Than 10 Percent of Their Income on Energy".</li>   <ol style="list-style-type: none"> <li>1. Visit Week 15 Lecture Page on Canvas</li> <li>2. Assignment, Write a 1-page critical essay. Instructions are available on Canvas</li> </ol> </ul>
16	December 18	Final Paper Due	<ul style="list-style-type: none"> <li>• <b>No class content. FINAL PAPER DUE, DECEMBER 18 AT 6:00 PM.</b></li> </ul>

## **6. Course Assessments**

Here is a brief overview of all assessments. See individual assignment guidelines on Canvas for details. **Important: the instructor does not accept late submissions. Please submit everything before the due date and hour.**

### **Introductory Forum Post (5% of the final grade)**

Introduce yourself on the discussion forum thread created for that purpose. The objective of this assignment is to allow everyone to present themselves and get to know other course members. This is also a way to begin developing your own bio. Please share your name (first, last, preferred pronouns), your hometown, your school year and degree, your academic interests, your favorite hobbies, why did you enroll in this course, and what your expectations are for this course.

### **Weekly 1-page Critical Essays (30% of the final grade)**

Every week you are required to write a 1-page critical essay reflecting on the weekly readings and content. This is a 1-page maximum size manuscript. Specific instructions will be posted weekly on Canvas within the assignment page.

This assignment might assume slightly different forms, e.g.: summarize articles, answer one or more specific questions, etc. The key aspect of this weekly process is developing the ability to read, analyze content, practice writing, and develop critical thinking.

### **Pre-Proposal – “What is your idea?” (10% of the final grade)**

2-page document proposing a general idea for the final paper and revealing a possible main research question. Specific instructions will be posted on Canvas within the assignment page.

This assignment serves as a way of allowing students to start developing their final paper. Students must create an argument (“what?”/“who?”), referring to the importance (the “why?”) of the project, and laying down a possible method of execution (“how?”). The final paper is a critical review of literature and content. Students must develop their project within the topics related to the current course.

### **Proposal with Bibliography (20% of the final grade)**

3-page document proposing a detailed plan for the final paper. 1-page separated for bibliographic references. Total 4 pages. This proposal must follow the ideas presented in the previous pre-proposal and what was discussed between the student and the instructor. Specific instructions will be posted on Canvas in the assignment page.

This assignment requires the students to develop a bibliographical research including five scholarly sources and three other sources (news article, magazine article, city report, government report), write a brief introduction (introducing the main research question and the sources selected), write a brief description of the eight sources, explain how those sources contribute for the final paper, explain what method will be used on the final paper (how hypothetically the students will answer the main question), and finally write a short conclusion paragraph.

### **Final Paper (35% of the final grade)**

9-page final critical review of literature. This final paper builds on the past two phases, should answer the main research question, and critically review the different selected sources. The students must develop an argument across the paper while connecting the sources as a way to answer their main research question. This document should have an introductory section, a section exploring and reviewing the bibliographic sources, a section presenting and discussing your own findings and argument, and a conclusion section.

## **7. Credit Hours & Course Workload**

Urban Studies 360 is a 3-credit course. Based on federal and university expectations, students should prepare to spend a minimum of 145 hours of class time on preparation and work related to the course. Taking into consideration that the number of hours demanded of students outside of class will fluctuate based on the scheduling of key assessments, students should anticipate investing approximately 10 hours per week on the course.

<b>Course work load</b>	<b>Hours</b>
Time reading, listening, watching and absorbing required content (includes course overview content, and instructor's content – text and/or audiovisual)	70
Time spent preparing and writing 1-page critical essays (12)	20
Time spent preparing and writing the pre-proposal and the proposal	20
Time spent preparing and writing the final paper	35
<b>Total</b>	<b>145</b>

## 8. Course Grading & Percentage Distribution

<b>Assessment</b>	<b>Total Points</b>	<b>Percentage</b>
Introductory Forum Post	50	5%
Weekly 1-page Critical Essays	300	30%
Final Paper Pre-Proposal – “What is your Idea?”	100	10%
Final Paper Proposal with Bibliography	200	20%
Final Paper	350	35%
<b>Total</b>	<b>1000</b>	<b>100%</b>

### Grading Scale

A 93-100%	C 73-75%
A- 90-92%	C- 70-72%
B+ 86-89%	D+ 66-69%
B 83-85%	D 63-65%
B- 80-82%	D- 60-62%
C+ 76-79%	F 59% or below

## 9. Academic Conduct

You are expected to do your own work in this class and properly cite any ideas or quotes from other sources. Citations should follow a generally accepted format (APA, MLA, Chicago). Plagiarism, cheating, and other forms of academic misconduct will be dealt with in accordance to the guidelines of the university. Academic dishonesty includes failing to cite published work or someone else's ideas, purchasing a paper from another student or online, using another student's work as your own, directly copying

from a source without quoting the author, submitting your own work from another class, etc. Submitted material may be randomly run through plagiarism detection software. Any student caught engaging in plagiarism will receive a failing grade for this course and will automatically initiate the university's procedure and policy on plagiarism and academic integrity. This can be viewed at:

[http://uwm.edu/academicaffairs/wpcontent/uploads/sites/32/2015/02/misconduct\\_flowchart.pdf](http://uwm.edu/academicaffairs/wpcontent/uploads/sites/32/2015/02/misconduct_flowchart.pdf)

## 10. University 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>

1. ***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://uwm.edu/arc/>

2. ***Religious observances.*** Policies regarding accommodations for absences due to religious observance are found here: <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

3. ***Students called to active military duty.*** Accommodations for absences due to call-up of reserves to active military duty are found here:

Students: <http://uwm.edu/active-duty-military/>

Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>

4. ***Incompletes.*** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.

[https://www4.uwm.edu/secu/docs/other/S\\_31\\_INCOMPLETE\\_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)

5. ***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 may be found here:

[https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discriminatory\\_Conduct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Conduct_Policy.pdf)

6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Policies for cheating/plagiarism may be found here:

<http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>

7. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

[https://www4.uwm.edu/secu/docs/other/S\\_47\\_Discriminatory\\_Conduct\\_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Conduct_Policy.pdf)

8. **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/School.

<http://www4.uwm.edu/secu/docs/other/S28.htm>

9. **LGBT+ resources.** Resources that support inclusivity of students who identify as LGBT+ in the learning environment may be found here: <http://uwm.edu/lgbtrc/>

10. **Final examination policy.** The final exam requirement, the final exam date requirement, etc.

<http://www4.uwm.edu/secu/docs/other/S22.htm>