

## Syllabus

### Urban Studies 150

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

Fall 2020

Online

#### Instructor Info:

- Dr. Jamie M. Harris
- Virtual Office (on Collaborate Ultra)
- Office Hours: M: 3:00-4:00 or by appt.
- (I will be available for office hours during these times for students to just show up)
- E-mail: [jmh@uwm.edu](mailto:jmh@uwm.edu)
- Pronouns-in-use: he/him/his

#### Course Overview

Urban Studies 150 is an interdisciplinary course that explores the intersection of race and urban development. This course is a required course for the major in urban studies and counts toward the urban studies certificate. 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, community organizations, and environmental justice.

#### Course Learning Outcomes

In this course, students will be able to:

- identify and characterize the cultural and social diversity of urban settings and communities drawn from the disciplines of sociology, geography, history, political science, 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 some community residents experience and make sense of urban change and urban inequality as well as identify and recognize how different urban forms and functions reflect community values and communicate ideas about place and social categories
- identify and characterize inequality in the spatial and social order of an urban area, and be able to situate urban inequality in the larger context of urban development and change in the 20<sup>th</sup> and 21<sup>st</sup> century.

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

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

## **Course Assignments and Grades**

Your work in this class will be assessed by a variety of evaluation techniques: quizzes, a review and presentation of a reading, a final project assignment, and discussions. Each of these assignments is aimed at developing your academic skills. By the end of the course you should not only have a better knowledge of race and ethnicity and its relationship to urban development and change, but also improved your ability to express yourself, work with others, and apply your learning beyond the classroom.

### **Quizzes**

Everyone will complete a total of six short, timed quizzes that cover readings, visual content (videos, maps), and lecture material. Quizzes will generally happen every two weeks and mostly cover the last two weeks of materials, but may include 1-2 questions from the period just prior to the last quiz. Quizzes will be open for 48 hours, from Saturday at noon through Monday at noon. I assign the quiz over the weekend to ensure everyone has had sufficient time to complete all the class materials during the week and also participate in discussion without having to worry about completing the quiz. However, I also have the quiz open through Monday morning so if you are out of town over the weekend or busy with work you

can still complete the quiz. Quizzes will be in a multiple choice/true-false/matching format and count toward 30% of the course grade. There is no midterm, final or cumulative quiz/exam.

### Course Project

Each student will work on a course project with a small group of students from the class that focuses on a community organization involved in addressing one of the topics that we have examined in class this semester. The main goal of this assignment is to provide a way for students to examine and engage with the work of different community actors and organizations in the Milwaukee region, and to identify and assess the significance of this work as it relates to some of the concepts and topics covered in the course. A second purpose is to provide additional opportunities for students to work together, even if that is strictly online. The project will have a group and individual component. The group project part of the assignment will involve working collaboratively to create a presentation about the organizations your group members were involved in researching that will be shared with the class on the last week of the semester. The individual portion of the assignment will involve reflecting on and answering a set of questions about the course and your project in essay form that ties into some course readings and concepts. I will provide more information about this assignment along with a grading rubric in the weeks ahead.

### Discussions

There will be approximately 9 discussion forum assignments this semester that will involve submitting a 350-500 word initial post in response to a prompt/set of questions, and which may also require following links or reviewing additional information prior to posting. Students will also be asked to post a 75-150 word response to a minimum of two student posts, and **students are expected to read all students posts** (this is not a huge burden since the class will be broken into groups). The discussion forum will typically be open for three days starting on Wednesday morning, and with initial posts due by Thursday at noon, and all response posts due by Friday at 11:59pm. The point of these discussion forums is so students can engage with the course content and with each other on a regular basis. These responses will be graded based on their thoughtfulness and clarity and ability to integrate course readings, class concepts, and other course materials into your responses. **It's extremely important that students post by the discussion deadlines for obvious reasons (forgetting to post during the forum period cannot be made up and will be scored as a zero. If you post your initial post a day late while the forum is still open, it will be marked down 50%).** I will divide the class into smaller groups so discussion forums are easier to follow and more intimate. There are specific [guidelines about discussions and the grading rubric](#) that everyone should read through that are posted on the Canvas site under course info.

### Reading Presentation

Students will select one reading from a list that I will circulate shortly. The point of this assignment is to use the selected reading to develop an in-depth review by creating a short narrated presentation of your review that should relate to course topics/concepts and can draw on both class and outside academic and popular sources, images, video, etc. I will provide more information about this assignment shortly along with a grading rubric.

### **Distribution of Course Grades**

- 30% Quizzes
- 30% Course Project (group and individual components)
- 30% Discussions
- 10% Reading Presentation

### **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**

Per UWM policy, students in a three credit course should expect 144 hours of work on their studies or approximately 9-10 hours per week (including reading, reviewing lectures, watching videos, completing assignments, participating in discussions, etc). Roughly, this breaks down to:

- 74 hours reading and watching
- 18 hours studying for and taking quizzes (6 quizzes x 3 hours)
- 27 hours participating in online discussions (9 discussion x 3 hours)
- 25 hours working on written assignments and presentations (reading presentation + group and individual project)

### **Extra Credit Option**

I will shortly provide a list of some online events/speakers that student can participate in use as the basis for completing up to two extra credit assignments. I will provide more about these opportunities in the weeks ahead.

### **Required Texts**

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

## **Technology**

Students in this class will obviously need a computer and access to the internet (with sufficient capacity to view streaming video), and be able to read Adobe PDF files and Microsoft Powerpoint slides in the 2007-2010 version in which the file ends with an x (.pptx). If you do not have MS powerpoint, you can download the viewer for free from Microsoft.

## **Canvas Help**

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

## **Course Policies**

**Special Accommodations:** Be sure to notify me right away if you have an ARC 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 “academic misconduct”). Every couple semesters I have a student who fails my course because they tried to pass off someone else’s work as their own. Please come see me if you're unsure how to cite properly—it’s just not worth it!

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

## **Campus Policies**

- [Academic Misconduct \(Links to an external site.\)](#)
- [Active Duty Military Policy \(Links to an external site.\)](#)
- [Complaint Procedures \(Links to an external site.\)](#)
- [Discriminatory Conduct Policy \(Links to an external site.\)](#)
- [Final Exam Schedules \(Links to an external site.\)](#)
- [Grade Appeal Procedures \(Links to an external site.\)](#)

- [Incomplete Policy \(Links to an external site.\)](#)
- [Religious Observances \(Links to an external site.\)](#)
- [Title IX and Sexual Violence \(Links to an external site.\)](#)

## Campus Resources

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

## Covid-related information and policies

The greater Milwaukee area is affected by the COVID-19 pandemic. In response, UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities. All members of our campus community are expected to abide by the [Panther Community Health and Safety Standards \(Links to an external site.\)](#) and [Interim COVID Health & Safety Rules \(Links to an external site.\)](#), which were developed in accordance with public health guidelines. We advise campus community members to consult their healthcare provider, local public health authorities, the [Center for Disease Control's Website, \(Links to an external site.\)](#) [Milwaukee County COVID-19 Website \(Links to an external site.\)](#), the [Wisconsin's Department of Health Services COVID-19 Website \(Links to an external site.\)](#) for additional information.

## Covid Syllabus Statement

[https://uwm.edu/cetl/covid-19-syllabus-statements/ \(Links to an external site.\)](https://uwm.edu/cetl/covid-19-syllabus-statements/)

## GER Learning Goals

### Cultural Diversity and Social Science Credit

This course is affiliated with both Urban Studies and the Cultures and Communities programs. This is a Cultural Diversity and Social Science course that fulfills part of the General Education Requirements (GER). The course will address the following GER cultural

diversity and UW shared learning objectives through a variety of assignments and assessments:

**UW Shared Learning Goals:**

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

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

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

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

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

Course Schedule			
Wk	Date	Topic/Activities	Readings
1	9/3-6	Introduction to course	
2	9/7-13	Racism, Racial Inequality, and the Social Construction of Race	<p>Feagin J. &amp; Feagin, C. (1999). Chaps. 1 “Basic concepts in the study of racial and ethnic relations” and chap. 2 “Adaptation and conflict: Racial and ethnic relations in theoretical perspectives,” in <i>Race and ethnic relations</i>, pp.4-63;</p> <p>Williams C. R. (2020). “You Want A Confederate Monument? My Body is a Confederate Monument,” <i>New York Times</i>, pp.1-3.</p>
3	9/14-20	<p>The City and “Thick Injustice”</p> <p><b>Discussion</b></p> <p><b>Quiz</b></p>	<p>Swanstrom, T. &amp; Hayward, C. (2011). Chap. 1 “Introduction” in <i>Justice and the American metropolis</i>, pp. 1-29;</p> <p>Vilmetti, B. (2012). “75-year-old man charged with fatally shooting boy, 13,” <i>Milwaukee Journal Sentinel</i>, p. 1;</p> <p>Romell, R. (2012). “Family, friends mourn the death of Darius Simmons,” <i>Milwaukee Journal Sentinel</i>, p. 1.</p>
4	9/21-27	Neighborhoods and Urban Change	<p>Smith, J. &amp; Betancur, J. (2016). Chap. 1, Prevailing Approaches to the Study of Neighborhoods and Change in <i>Claiming Neighborhood: New Ways of Understanding Urban Change</i>, pp.1-22;</p> <p>Perry, E. (2017). Chap. 2, “Locating Riverwest,” in <i>Live and let live: Diversity, conflict, and community in an integrated neighborhood</i>, (pp. 15-41).</p>
5	9/28-10/4	<p>History of U.S. Public Housing: Concentrated Poverty &amp; Segregation</p> <p><b>Discussion</b></p> <p><b>Quiz</b></p>	<p>Hunt, B. (2009). chap. 6 “Planning a social disaster,” in <i>Blueprint for disaster: The unraveling of Chicago public housing</i>, pp. 145-181;</p> <p>Rothstein, R. (2017) chap 2: “Public housing, Black ghettos,” in <i>The color of law: A forgotten history of how our government segregated America</i>, pp. 17-37.</p>



6	10/5-11	Housing Discrimination and Open Housing Movements  <b>Discussion</b>	Jones P. 2009. "The struggle of open housing," in <i>Selma of the North: Civil rights insurgency in the North</i> , chap. 5 pp. 169-209;  Diedrich, J. (2011). "U.S. accuses New Berlin of racial bias in housing decision" <i>Milwaukee Journal Sentinel</i> , pp. 1-3;  Johnson, M. & Glauber, B. (2011). "Feds support New Berlin low-income, senior housing project," <i>Milwaukee Journal Sentinel</i> , pp. 1-3.
7	10/12-18	Segregation and Racial Inequality  <b>Discussion</b>  <b>Quiz</b>	Levine, M. (2020). "The state of Black Milwaukee in national perspective: Racial inequality in the nation's 50 largest metropolitan areas," <b>(read)</b> pp. 4-18.  Rothstein, R. (2017). Chap 11, "Looking forward, looking back," pp. 177-193 & Chap 12, "Considering fixes," in <i>The Color of law: A forgotten history of how our government segregated America</i> , pp. 195-213.
8	10/19-25	Eviction and Housing Insecurity  <b>Discussion</b>	Desmond, M. 2016. Prologue, and chap. 1-3, in <i>Evicted: Poverty and profit in the American city</i> (pp.1-43);  Desmond, M. (2015). "Unaffordable America: Poverty, housing, and eviction." <i>Fast Focus</i> . Institute for Research on Poverty, No. 22-2015, pp 1-6.
9	10/26-11/1	Gentrification and Urban [Re]development  <b>Discussion</b>  <b>Quiz</b>	Pattillo, M. (2007). Chap. 2 "Black bourgeoisie meets the underclass," in <i>Black on the Block: The politics of race and class in the city</i> (pp. 81-110).  Shaw, D. (2018). "Is gentrification happening in Milwaukee? City moves forward with anti-displacement plan," <i>Shepherd Express</i> , pp. 1-17.
10	11/2-8	Immigration, Ethnic Economies, and the City	Portes, A. & Stepick, A. (1993). chapter 6 "How the enclave was built," pp. 123-149, and;  chap. 8 "Lost in the fray: Miami's black minorities, pp. 176-202, both chapters in <i>City on the edge: The transformation of Miami</i> .

11	11/9-15	<p>Immigration, Backlash &amp; Resistance Movements</p> <p><b>Discussion</b></p> <p><b>Quiz</b></p>	<p>Herndon, A. (2019). “‘These people aren’t coming from Norway’ Refugees in a Minnesota city face a backlash,” <i>New York Times</i>, pp. 1-10.</p> <p>Murphy, K. 2010. "The Urban "half": Resituating the history of urban relocation &amp; public education," pp. 1-47.</p>
12	11/16-22	<p>Gender and Sexual Difference in the City</p> <p><b>Discussion</b></p>	<p>Ockman, J. 1996. <i>The Sex of Architecture</i>, “Mirror Images: Technology, consumption, and the representation of gender in American architecture since WWII,” pp. 191-210;</p> <p>Bell, D. &amp; Binnie, J., 2004. “Authenticating queer space: Citizenship, urbanism, and Governance. <i>Urban Studies</i> 41(9): 1807-1820.</p>
13	11-23-29	Thanksgiving Break	Enjoy your break!
14	11/30-12/6	<p>Sustainable Communities and Environmental Justice</p> <p><b>Discussion</b></p> <p><b>Quiz</b></p>	<p>Agyeman, J. et al. (2018). “Trends and directions in environmental justice: From inequity to everyday life, community, and just sustainabilities,” <i>Annual review of environmental resources</i> 41: 321-40;</p> <p>White, M. 2011. “D-Town farm: African American resistance to food insecurity and the transformation of Detroit,” <i>Environmental practice</i> 13 (4) pp. 406-418;</p> <p>Flavelle, C. (2019). “Climate change threatens world’s food supply, United Nations panel warns,” <i>New York Times</i>, pp. 1-7.</p>
15	12/7-13	<b>Group Presentations</b>	