

University of Wisconsin-Milwaukee
Urban Studies Programs
URBAN STUDIES 250: EXPLORING THE URBAN ENVIRONMENT
Spring 2021, Tuesday 1:15-2:30 p.m. (Online); Thursday - Asynchronous

<i>Instructor</i>	Danny Benson Urban Studies Program University of Wisconsin-Milwaukee
<i>Email</i>	dmbenson@uwm.edu
<i>Phone</i>	(262) 408-9216 (Mobile)
<i>Office</i>	Bolton Hall 792 (Do not visit me here for office hours)
<i>Student Hours</i>	Wednesday 1 p.m. to 3 p.m. or by appointment (Via Collaborate Ultra)

Course Description

In 2014, the Population Division of the United Nations Department of Economic and Social Affairs reported that for the first time ever more than half of the world's population lives in cities. A majority of human social, political, and economic interactions now happen in urban areas. Therefore, it is critical for social scientists (like ourselves) to further probe and develop our understanding of the complex nature and the interconnected influence of urbanization on the social, political, economic, environmental and cultural spheres of human life. In this course, we will endeavor to accomplish just that. Utilizing established social theories, critical thinking skills, and common research techniques, we will learn how to bolster our understanding of urban phenomena and apply that understanding to specific urban areas.

Because urban studies is a broad, interdisciplinary field, as complex and varied as human interactions with cities themselves, it is impossible for a 16 week course to present an exhaustive analysis of every facet of urbanization. Instead, this course aims to introduce students to a survey of key concepts, themes, and issues critical to the study of urban conditions. These concepts, themes, and issues will be presented through a series of one- to four-week long topic-based units. Urban-related subjects that may be discussed include, but are not limited to: urban theory and form, the history of urbanization, urban economics and labor, housing, segregation, poverty, transit and transportation, and green urbanism and sustainability. We will also learn about the changing nature of cities in the age of globalization and the future of urbanization.

Because this course is being held during a time of great social upheaval in the United States, I would also like course content to reflect current events. Massive protests throughout the spring and summer, in response to police brutality against people of color, have led to a racial reckoning and greater inspection of how discrimination shapes our society. This course will highlight the critical role race, ethnicity and discrimination have played in the urbanization of American cities. Consequently, all students will be required to purchase or rent a copy of Richard Rothstein's 2017 work, "The Color of Law: A Forgotten History of How Our Government Segregated America."

By the end of the semester, every student should be able to identify some of the major challenges faced by American and international cities today. The overarching objective is to provide students with the basics of the foundation of urban studies concepts and current events; further, this course will give students a sense of the many issues within urban studies requiring research and intervention and thus aid in identifying potential future areas of study and focus.

Course Objectives

Upon successful completion of this course, students will be able to:

- Comprehend and apply the multi-disciplinary nature of urban studies.
- Exhibit an introductory knowledge of scholarly discourse on a selection of topics relevant to the urban environment.
- Demonstrate the ability to analyze a selected city within the context of the course themes.
- Engage in informed academic discussion on a range of themes relevant to the urban environment.
- Access and utilize scholarly resources in urban studies efficiently.

Required Materials

- *The Color of Law: A Forgotten History of How Our Government Segregated America*, by Richard Rothstein.
- All other readings will be posted on Canvas or available online.

Class Structure

For the Spring 2021 semester, this course will be exclusively conducted online, with one synchronous and one asynchronous lecture session per week (Tuesdays and Thursdays, respectively).

Each class will be assigned a theme, and lectures and discussions will be based upon assigned readings, typically a journal article or book excerpt. Assignments will be diverse in order to reach all learning and contribution strengths and will include short presentations, discussions, quizzes, and papers. The selected themes can be found in the class schedule below. In general, for this course, student assessment (grades) are based on your ability to process, understand, and communicate the course content as well as your ability to express your individual perspective and opinions about the themes. Communication with the instructor regarding missing a synchronous class, questions about assignments, and so forth are highly encouraged if and whenever needed.

Synchronous Classes - Tuesdays, 2:00-3:15pm, live via Collaborate Ultra

The synchronous lectures will be hosted live via Collaborate Ultra every Tuesday from 2:00-3:15 pm. I expect every student to be in virtual attendance and ready to discuss that day's respective topics during that time. During synchronous classes, content will be provided via "live" lectures, intended to promote discussion on the assigned readings, key concepts, and current events related to the weekly topics. A portion of each synchronous class period may be utilized for students to engage in group discussions, give oral presentations and to participate in other small group activities.

Asynchronous Classes - Posted by 2:00 pm on Thursdays to Canvas course site

Asynchronous lectures will be posted on this course's Canvas site by 2:00 pm every Thursday. I will do my best to post the asynchronous lectures as soon as I have completed them, to provide you maximum flexibility to view the lecture at your earliest convenience. During asynchronous classes, content will be provided via *several pre-recorded mini-lectures and videos*, designed to promote online discussion on the assigned readings, key concepts and current events related to weekly topics.

Readings

Students should come to synchronous class on Tuesday having thoroughly read or viewed all materials assigned for that day. This will significantly increase your ability to understand and contextualize material presented in lecture, and it will greatly facilitate interesting and constructive classroom discussion, questions, and debate. It is also conducive to class discussion if you have the assigned texts ready and open during our live classes.

Prompt Responses

Students will be required to respond to ten (10) unique writing prompts throughout the semester. Prompt responses will provide an opportunity for us to explore, interpret, apply, and share ideas related to cities and urbanism. Prompt responses are intended to replace discussions not otherwise possible in asynchronous lectures. As such, writing prompts will primarily cover Thursday classes' required readings and lecture content. Be sure to complete all readings before composing prompt responses. Responses will be due on Thursdays. You will submit your responses in the appropriate Discussion section on the Canvas website. Finally, you can learn a lot from each other, so I highly encourage you to read your classmate's responses.

Quizzes

You will be asked to take 5 quizzes over the course of the semester, each worth 20 points. The quizzes will typically be due at the end of each module and will primarily test you on that module's content. These quizzes are intended to ensure you continue to engage with the course material. You are required to score at least 16 points out of 20 on each of the five quizzes. You have an unlimited number of attempts to "pass" each quiz and you're welcome to reference the readings or use other Internet resources, if you need to. Only your highest score will count toward your final grade, so it behooves you to take it as many times as necessary to earn a perfect 20 out of 20.

Grading Components

Grading Component	Percent of Final Grade	Total Points
Attendance & Participation	6 percent	45 points (3 x 15)
Prompt Responses (10)	13 percent	100 points (10 x 10)
Online Quizzes (5)	13 percent	100 points (5 x 20)
Student Survey	0.6 percent	5 points
City Analysis Report: Part 1	13 percent	100 points
City Analysis Report: Part 2	13 percent	100 points
City Analysis Report: Final	20 percent	150 points
Group Research Presentation	20 percent	150 points
Total	100 percent	750 points

Attendance & Participation: Attendance and participation is mandatory for all synchronous classes (Tuesdays). You are also required to watch all lecture videos posted each Thursday. Please see "Class Policies" for more details.

Prompt Responses: Students will participate in ten (10) online discussion "sessions," consisting of one (1) post of 300 words, typically due Thursdays.

Online Quizzes: Students will take five (5) online quizzes based on the lecture and readings.

City Analysis Report: Each student will select a city in the first week of the class. Using the lectures and methods of studying cities discussed in the class, students will submit one final report for selected sections.

Group Research Presentation: A group of students (3-4 per group) will prepare a 15 minute research presentation on a topic discussed during the semester.

Extra Credit: Will be announced in due time.

Grading Scheme

Students have the opportunity to earn a total of 750 points across multiple assignments and projects throughout the semester (not including extra credit). The distribution below outlines the grades based on the points you can earn in this semester.

A: 93 percent and above	697 points or more	D+: 67-69 percent	502-524 points
A-: 90-92 percent	675-696 points	D: 63-66 percent	472-501 points
B+: 87-89 percent	652-674 points	D-: 60-62 percent	450-471 points
B: 83-86 percent	622-651 points	F: 59 percent and below	449 points or fewer
B-: 80-82 percent	600-621 points		
C+: 77-79 percent	577-599 points		
C: 73-76 percent	547-576 points		
C-: 70-72 percent	525-546 points		

Class Policies

Participation and Attendance: Students are required to attend all *synchronous* classes via Collaborate Ultra during the scheduled time (2:00-3:15pm on Tuesdays) and to actively participate in classroom discussions and debates. There are 15 synchronous class periods during the Spring 2021 semester. You will earn 3 points for every synchronous class you attend (and participate in). Please avoid being chronically late for the synchronous lectures.

Students are also required to watch all *asynchronous* lectures (Thursdays). Quizzes will, in part, test your knowledge of asynchronous lecture content, so it is imperative that you watch all recorded lectures carefully.

Please let me know as soon as possible if you will not be able to attend a synchronous class. Valid reasons for absences, including illnesses, deaths in the family, and other unforeseen circumstances, will not count against your grade. I will record all "live" lectures and share them on the Course' Canvas site. If you are not able to attend a live lecture, I still expect you to watch the recorded portions later at your earliest convenience.

Technology: Because the course will be conducted entirely online, it is essential for students to have reliable access to a computer. Some of the coursework may be possible to complete on a smartphone, but the writing-heavy assignments may prove difficult if you do not have a keyboard. If you do not own a computer, you may [loan a laptop from the UWM library](#). While this course will be conducted online, I request that all students refrain from the use of cellphones during synchronous classes, out of respect for you and your fellow classmates. You will get a lot more out of this course if you minimize distractions during our Tuesday synchronous classes.

Email/Communication: I will be communicating with you via the [messaging system in Canvas](#), so you will want to [make sure that your notifications are set to receive emails](#) when you have a message waiting for you.

Please **feel free to call or text my mobile number** (1 (262) 408-9216). if you have any questions or concerns. You are also welcome to email me or [message me through Canvas](#). I will respond as soon as I can to your call, text, email, or message. I will do my best to reply to your emails within 24 hours, but occasionally, this may be a challenge. When sending me an email, best practice is to use the course number/title within the subject line. This will help me prioritize responding to you.

Tech Platform: For the Spring 2021 semester, this course will be conducted entirely online using the online portal Canvas. If you have no experience using Canvas and do not feel comfortable trying to figure it out on your own, I strongly suggest you speak with me ASAP so I can show you how to navigate the site. I will post announcements, the syllabus, assignments and readings on this site. Beyond this, this course's Canvas site will have a discussion section where you will be required to participate on a regular basis. You can also use this Discussion space to post other questions, comments, etc. related to the class and I encourage other students to answer before I respond. This course will be using Canvas extensively. I expect you to have a working knowledge of this platform. If you encounter any issue related to Canvas or other tech stuff, please contact UWM Help Desk at (414) 229-4040 for assistance.

Student Hours: Student Hours are a weekly time period set aside exclusively for students to speak with me about any number of subjects. My intention with Student Hours is to set aside time to help prepare you to succeed in the course to the best of my abilities. I will happily discuss assignments, concepts discussed in class, brainstorm ideas for projects, point you in the direction of campus/Milwaukee resources, or even just spend the time getting to know you better. First and foremost, Student Hours are your time to discuss with me anything you have on your mind.

For the time being, Student Hours will be primarily held online via Collaborate Ultra in the "Student Hours" session. During designated Student Hours (please see first page), I will login to the "Student Hours" Collaborate Ultra session and will keep the session open for the entirety of the designated hours.

During this time, you are welcome to join me via webcam, if you so wish. If my designated office hours (see first page) do not work with your schedule, please contact me to set up an appointment.

Late Work and Non-Submissions: All late submissions will be deducted 10 percentage points. However, if you feel that you are unable to complete an assignment by the posted due date, please speak with me *before* the assignment is due. Together, we can negotiate a new due date that works for the both of us. Please note: All non-submissions will automatically be graded an “F”.

How to be Successful in this Class

Online courses can be difficult because they require a great deal of self-discipline and time management skills. However, **by following some simple strategies, you can be as successful as you want to be in this course:**

- Rent or purchase the required textbook as soon as possible
- Set aside several hours per week to work on this course
- Don't wait until the last minute to post to discussions or submit assignments
- Read and reread carefully until you feel you understand the course concepts
- Avoid distractions while you're working on this course
- Invest time in the online discussions ... you will learn a lot from each other!
- Keep in mind that online courses are NOT easier than face-to-face courses
- [Learn how to use Canvas](#) if you don't already know how
- Contact me right away if you are struggling with a concept or feel like you're falling behind

GER Shared Learning Goals

As a General Education Requirement (GER) for the Social Sciences, this course will pursue the following shared learning goals:

UW Shared Learning Goals

- 3.1.2: Critical and Creative Thinking Skills including inquiry, problem-solving, and higher-order qualitative and quantitative reasoning.
- 3.1.3: Effective Communication Skills including listening, speaking, reading, writing, and information literacy.

Social Science Shared Learning 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.4: Demonstrate the ability to identify, apply and effectively communicate methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures

Time Expectations

According to UW System policy, “study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4). In other words, a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. Learning takes time, after all! You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time:

- 16 hours attending synchronous classes
- 16 hours watching asynchronous lectures
- 42 hours reading course materials
- 5 hours taking quizzes
- 15 hours writing prompt responses
- 30 hours, researching, writing and revising city analysis reports
- 20 hours preparing group research presentation

Academic Honesty

Plagiarism, or passing off someone else’s work as your own, is not acceptable in the academic community. When using the exact words or even the ideas of other people, you need to indicate the source using proper citation—with in-text citations and full citations on a Works Cited page. Students found plagiarizing or engaging in other forms of academic misconduct are subject to severe sanctions, which include a failing grade for the course and a letter in their university file that may lead to suspension or expulsion from UWM. So why risk it? If you have any questions about whether or not something might be considered plagiarism, ask me.

Final Note

I reserve the right to adjust the syllabus and course schedule as needed. If I do make any changes, I will provide you with the details in a timely manner.

University Policies

1. *Students with disabilities*: Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>

2. *Religious observances*: Accommodations for absences due to religious observance should be noted. <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 should be noted.

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

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.

https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_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.

<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_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*: Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>

10. *Other*: The final exam requirement, the final exam date requirement, etc. <http://www4.uwm.edu/secu/docs/other/S22.htm>

Important Dates, Spring 2021*


January 24	Last day to withdraw (drop all classes) for the term without charge or for full refund.
January 25	First day of classes. Start of Late Enrollment Period - \$50.00 late enrollment fee assessed for students enrolling in classes for the first time in the term.
January 29	Deadline for graduation application for undergraduate students. Submit application via PAWS.
February 5	Last day to add full-term classes, change sections, or change the grading basis for classes (e.g., graded to credit/no credit or audit, or vice versa) without approval.
February 6	Deadline for graduation applications for graduate students. Submit applications via PAWS.
February 21	Last day to drop full-term courses without a "W" on record. Tuition and fees apply.
March 21-28	Spring Break – No Classes (UWM offices are open)
April 11	Last day to drop or withdraw from full-term courses. Tuition and fees apply.
May 13	Last day of classes
May 14	Study day
May 15, 17-21	Final Exams. No final exams on May 16.
May 16	Graduation ceremony
May 22	Last day of the term. Date of degree conferral for graduating students.
May 27	Final entry deadline for instructor grading (final grade run date). All grades not entered into PAWS by 4:30 pm will result in a value of NR, or not reported. After this point, all grade entries need to be submitted as a grade change.

*Adopted from the UWM website:

<http://uwm.edu/onestop/dates-and-deadlines/important-dates-by-term/>

Please comply with the changes and consult the official website. This document is not responsible for any changes and should not be regarded as the final dates for any official purposes. Website accessed on January 7, 2020.


Class Schedule


Module 1:	Introduction, Urban Theory & History of Urbanization
Week 1	January 26: Introduction to the Course, Syllabus Discussion
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Spring 2021 Course Syllabus
	January 28: City Analysis Report
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ City Analysis Report: Part I Project Description ❑ Style Guide and Tips for Formal Writing ❑ Begin reading: L. Wirth. 1938. "Urbanism as a Way of Life." American Journal of Sociology. Vol. 44, No. 1. pp. 1-24. ❑ Prompt Response: Introductions
Week 2	February 2: Conceptualizing the Urban
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ L. Wirth. 1938. "Urbanism as a Way of Life." American Journal of Sociology. Vol. 44, No. 1. pp. 1-24. ❑ VIDEO: The Atlantic. 2014. "What is a City?" - (4:06)
	February 4: Urban Theory
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ J. Lin. 2015. "The Puzzling Persistence of Place."  Federal Reserve Bank of Philadelphia Business Review Second Quarter. 1-8. ❑ Prompt Response 1
Week 3	February 9: Global History of Urbanization
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ N. Kleniewski. 2006. "Chapter 3: Cities in World History" in Cities, Change and Conflict: A Political Economy of Urban. ❑ Video: M. Galka. 2016. "Watch as the world's cities appear one-by-one over 6,000 years."
	February 11: Researching the Urban
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ X. Chen, et. al. 2013. "Methods and rules for the study of cities." Introduction to Cities: How Place and Space Shape Human Experience. 72-97. ❑ Video: Population Reference Bureau. 2019. "Data 101: The

	American Community Survey." - (5:22) <input type="checkbox"/> Prompt Response 2
Week 4	February 16: Urbanization of the United States
	<input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> P. Knox and L. McCarthy. 2005. "Chapter 3: Foundations: The U.S. Urban Systems and its Cities." in Urbanization: An Introduction to Urban Geography. Skim p. 46-53. READ p. 53-74. <input type="checkbox"/> R. Rothstein. 2017. <i>The Color of Law</i>. "Preface." vii- xvii. <input type="checkbox"/> Discussion 3: Response Posts <input type="checkbox"/> Quiz 1 – Due February 23
	February 18: Urban Politics & Power
	<input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> N. Kleniewski. 2006. "Chapter 13: Local Government and Finances." in Cities, Change and Conflict. 285-298, 304-309 (Skip Financing Local Government). <input type="checkbox"/> R. Rothstein. 2017. <i>The Color of Law</i>. "Chapter 1: If San Francisco, Then Everywhere?". 3-14. <input type="checkbox"/> Prompt Response 3
Module 2:	Urban Form & Planning
Week 5	February 23: Urban Planning
	<input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> N. Tyler and R. Ward. "Chapter 2: Conceptual Approaches to Planning." in Planning and Community Development: A Guide for the 21st Century. 21-33. <input type="checkbox"/> R. Rothstein. 2017. <i>The Color of Law</i>. "Chapter 3: Racial Zoning". 38-57.
	February 25: Urban Form & Land Use
	<input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> N. Tyler and R. Ward. "Chapter 3: The Scope of Planning at the Federal, State, Regional, and Local Levels." in Planning and Community Development: A Guide for the 21st Century. 34-50. <input type="checkbox"/> Prompt Response 4
Week 6	March 2: Public Space
	<input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> J. Jacobs. 1961. "Chapter 3: The uses of sidewalks: contact." in <i>The Death and Life of Great American Cities</i>. 55-73. <input type="checkbox"/> Video: Project for Public Spaces. 2018. "Measuring Magic —

	<ul style="list-style-type: none"> Improvisation." ❑ Video: Project for Public Spaces. 2018. "Measuring Magic — Comfort." ❑ Video: Project for Public Spaces. 2018. "Measuring Magic — Affection."
	March 4: Architecture & Urban Design
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ P. Knox and L. McCarthy. "Chapter 13: Architecture and Urban Design." in <i>Urbanization: An Introduction to Urban Geography</i>. 322-345. ❑ DUE: City Analysis Report, Part I
Module 3:	Urban Economies
Week 7	March 9: Urban Economy & Labor Markets
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ N. Kleniewski. 2006. "Chapter 12: The Urban Economy." in <i>Cities, Change and Conflict</i>. 365-284. ❑ Video: Jac de Haan "Why do competitors open their stores next to one another?" Ted-Ed. 2012. (4:06) ❑ Quiz 2: Due March 16
	March 11: Economic Changes & Local Financing
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ N. Kleniewski. 2006. "Chapter 13: Local Government and Finances" in <i>Cities, Change and Conflict</i>. ONLY READ "Financing Local Government" section. 298-304. ❑ P. Knox & L. McCarthy. 2012. "Chapter 10: The Politics of Change: Urbanization and Urban Governance." in <i>Urbanization: An Introduction to Urban Geography</i>. ONLY READ "Entrepreneurial Politics and Neoliberalism (1973-Present)" section. STOP at "NIMBYism, Smart Growth and the Geopolitics of Suburbia" section. 245-251. ❑ Video: The Economist. "How cities grow, slump, and recover: Wonderful congestion." 2013. (4:54) ❑ Prompt Response 5
Module 4:	Housing, Segregation & Neighborhood Change
Week 8	March 16: Urban Renewal & Suburbanization
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ R. Rothstein. 2017. "Chapter 2: Public Housing, Black Ghettos." <i>The Color fo Law</i>. 17-37.

	<ul style="list-style-type: none"> ❑ R. Rothstein. 2017. "Chapter 4: 'Own Your Own Home.'" <i>The Color of Law</i>. 59-75. ❑ Discussion 6: Initial Post
	March 18: Segregation & Discrimination
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ R. Rothstein. 2017. "Chapter 5: Private Agreements, Government Enforcement." <i>The Color of Law</i>. 76-91. ❑ R. Rothstein. 2017. "Chapter 6: White Flight" <i>The Color of Law</i>. 92-99. ❑ Prompt Response 6
SPRING BREAK	March 21-28
	<ul style="list-style-type: none"> ❑ No class, no readings! Have a good break!
Week 9	March 30: Housing Markets & Neighborhood Change
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ P. Knox and L. McCarthy. 2005. "Chapter 9: How Neighborhoods Change" in <i>Urbanization: An Introduction to Urban Geography</i>. 206-227. STOP at "Putting it All Together: The Example of Gentrification" ❑ E. Badger. 2018. "How 'Not in My Backyard' Became 'Not in My Neighborhood.'" <i>New York Times</i>.
	April 1: Housing Affordability
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ National Low Income Housing Coalition. 2020. "The Gap: A Shortage of Affordable Housing." 1-21. ❑ VIDEO: Brookings Institution. 2020. "How can government make housing more affordable?" (4:29) ❑ Prompt Response 7
Week 10	April 6: Gentrification & Displacement
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Alyssa Wiltse-Ahmad. 2019. "Study: Gentrification And Cultural Displacement Most Intense In America's Largest Cities, And Absent From Many Others." National Community Reinvestment Coalition. ❑ Kriston Capps. 2019. "Study: No Link Between Gentrification and Displacement in NYC." CityLab. ❑ Jared Brey. 2019. "When Anti-Displacement Means Segregation." ❑ Quiz 3: Due by April 13
	April 8: Considering Fixes

	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ R. Rothstein. 2017. "Chapter 11: Looking Forward, Looking Back" in <i>The Color of Law</i>. 177-193. ❑ R. Rothstein. 2017. "Chapter 12: Considering Fixes" in <i>The Color of Law</i>. 194-213. ❑ Prompt Response 8
Module 5:	Education, Poverty & Crime
Week 11	April 13: Education
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Podcast Episode: Nikole Hannah-Jones. "The Problem We All Live With - Part One." <i>This American Life</i>. July 31, 2015. (58:41).
	April 15: Poverty & Crime
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ R. Rothstein. 2017. "Chapter 9: State Sanctioned Violence." <i>The Color of Law</i>. 138-151. ❑ R. Rothstein. 2017. "Chapter 10: Suppressed Incomes." <i>The Color of Law</i>. 152-175. ❑ DUE: City Analysis Report, Part II
Module 6:	Transportation
Week 12	April 20: Mass Transit
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Joseph Stromberg. 2015. "The real reason American public transportation is such a disaster." Vox. ❑ Video: Carlos Waters. 2017. "The real reason the streetcar is making a comeback." Vox. (5:56)
	April 22: Automobiles & Freeways
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Joseph Stromberg. 2016. "Highways gutted American cities. So why did they build them?" ❑ Video: Kimberly Mas. 2018. "It's Not You. Commuting is band for your health." Vox. (4:45) ❑ Response Prompt 9
Week 13	April 27: Pedestrians & Bicycles
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Angie Schmitt. 2020. "Introduction: Outline of an Epidemic"  in <i>Right of Way</i>. 1-15.

	<ul style="list-style-type: none"> ❑ Angie Schmitt. 2020. “Chapter 2: The Profile of a Victim”  in <i>Right of Way</i>. 33-45. ❑ Video: City Beautiful. 2019. "Bike lanes are not good enough." (7:51)
Mini-Module:	Class Choice
Week 13	April 29: Class Choice
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ TBD ❑ Quiz 4
Module 7:	Sustainable Cities and the Future of Urbanism
Week 14	May 4: Climate Change & the City
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Linda Poon. 2020. “Where America's Climate Migrants Will Go As Sea Level Rises.” Bloomberg CityLab. ❑ Brad Plumer and Nadja Popovich. 2020. "How Decades of Racist Housing Policy Left Neighborhoods Sweltering." The New York Times. ❑ Video: The Atlantic. 2014. "How Will Climate Change Transform U.S. Cities." (2:41)
	May 6: Sustainability & Green Urbanism
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Somini Sengupta. 2019. “Copenhagen Wants to Show How Cities Can Fight Climate Change.” The New York Times. ❑ David G. Victor and Mark Muro. 2020. "Cities are pledging to confront climate change, but are their actions working?" The Brookings Institution. ❑ Video: Peter Calthorpe. 2017. "7 Principles for Building Better Cities." (14:20) ❑ Prompt Response 10
Week 15	May 11: The Future of Urbanism
	<ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Yasmeen Serhan. 2020. “Vilnius Shows How the Pandemic Is Already Remaking Cities.” The Atlantic. ❑ Video: Oscar Boyson. 2016. "The Future of Cities." (18:12) ❑ DUE: Group Research Presentations
	May 13: Group Research Presentations

	☐ Quiz 5 - Due May 20
Finals	
Week 16	May 20: City Analysis Report Due
	☐ DUE: City Analysis Report, Final