

Syllabus

Urban Studies 150

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

Fall 2021

Lapham 250

Instructor Info:

- Dr. Jamie Harris
- Virtual Office Hours: R: 1:00-2:00 or by appt. (via Canvas zoom)
- E-mail: 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 20th and 21st 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 20th and 21st 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/exam, weekly reading commentaries, a final project assignment, and small group work. 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/Exam (20% + 30% of course grade)

There will be a quiz roughly every two weeks to assess how well you've absorbed the material (readings, lectures, videos, etc.). Quizzes will be open from Friday-Monday on the week they are assigned. Quizzes will be in a multiple choice/true-false/matching format and count toward 20% of the course grade. There will be one in-class essay exam held on November 18. The exam is 30% of course grade. I will provide more information about the content of the exam in the weeks prior to the exam.

Course Project (30% of course grade)

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. 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.

Weekly Reading Commentary and Small Group Work/Class participation (20% of grade)

Each week students will write a short commentary (350-500 words) on the week's readings due by Thursday at 3pm. This commentary is to help you interact and engage with the ideas and histories presented in the weekly assigned readings. It is meant to be your reaction where you may note what you found to be interesting, challenging, or surprising, for example. You should also use this space to discuss how you see the readings relating to each other and to the weekly topic as a whole. Along with your commentary, you should pose at least one thoughtful question about a reading(s) or something that relates more generally to the readings/topic. Out of 11 weeks of readings, a total of 10 commentaries are required.

Distribution of Course Grades

- 20% Quizzes
- 30% Exam
- 30% Course Project (group and individual components)
- 20% Reading Reactions and Small Group Work/Class Participation

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, lectures/class time, completing assignments, studying for exam/quizzes, etc). Roughly, this breaks down to:

- 54-64 hours reading
- 15-20 hours studying for and taking quizzes/exam
- 40 hours participating in lecture
- 20-25 hours working on written assignments and presentations (commentaries + group and individual project)

Required Texts

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

Course Policies

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.

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](#)
- [Active Duty Military Policy](#)
- [Complaint Procedures](#)
- [Discriminatory Conduct Policy](#)
- [Final Exam Schedules](#)
- [Grade Appeal Procedures](#)
- [Incomplete Policy](#)
- [Religious Observances](#)
- [Title IX and Sexual Violence](#)

Campus Resources

- [Accessibility Resource Center](#)
- [Center for International Education](#)
- [Inclusive Excellence Center](#)
- [LGBT Resource Center](#)
- [Mental Health Resources](#)
- [Military and Veteran’s Resource Center](#)
- [Norris Health Center](#)

- [Panther Academic Support Services](#)
- [UWM Libraries](#)
- [Women’s Resource Center](#)
- [The Writing Center](#)

Panther Community Health and Safety Standards: UWM has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther [Interim COVID-Related Health & Safety Rules](#), which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- All individuals visiting UWM facilities must wear face coverings while indoors;
- Unvaccinated students coming to campus are required to test weekly for COVID-19; and,
- You should check daily for COVID-19 symptoms and not come to campus if you are feeling sick.

Additional details about student and staff expectations can be found on the [UWM COVID-19 webpage](#).

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, social science, and UW shared learning objectives through a variety of assignments and assessments:

UW Shared Learning Goals:

- (3.1.3) Effective Communication Skills including listening & speaking, reading, writing, and information literacy.

GER Cultural Diversity (CD) Learning Goals:

- (4.5b2) Investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;
- (4.5b3) Explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity.”

GER Social Science (SS) 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.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	9/2	Introduction to course	
2	9/9	The Social Construction of Race The City and “Thick Injustice”	Swanstrom, T. & Hayward, C. (2011). Chap. 1 “Introduction” in <i>Justice and the American metropolis</i> , pp. 1-29; Rogers, D. & Bowman, M. “A history: The social construction of race and racism,” Western States Center (Anti-racism project), pp. 1-14; Williams C. R. (2020). “You Want A Confederate Monument? My Body is a Confederate Monument,” <i>New York Times</i> , pp.1-3.
3	9/16	Neighborhoods and Urban Change	Smith, J. & 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; 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).
4	9/23	History of U.S. Public Housing	Hunt, B. (2009). chap. 6 “Planning a social disaster,” in <i>Blueprint for disaster: The unraveling of Chicago public housing</i> , pp. 145-181; 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.
5	9/30	Housing Discrimination and Open Housing Movements	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; Quinn, L. 1979. “Racially restrictive covenants: The making of all white suburbs in Milwaukee county,” pp. 1-18.
6	10/7	Segregation and Racial Inequality	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. Levine, M. (2020). “The state of Black Milwaukee in national perspective: Racial inequality in the nation’s 50 largest metropolitan areas,” (read) 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.
7	10/14	Eviction and Housing Insecurity	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.
8	10/21	Gentrification and Urban [Re]development	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.
9	10/28	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> .
10	11/4	Immigrant backlash & Indigenous and Native Urban Relocation and Resistance Movements	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. Murphy, K. 2010. "The Urban "half": Resituating the history of urban relocation & public education," pp. 1-47. Gurda, J. (2021). "American Indians occupied Milwaukee's Coast Guard station 50 years ago," <i>Milwaukee Journal Sentinel</i> , pp. 1-4.
11	11/11	Gender and Sexual Difference in the City	Ockman, J. (1996). "Mirror Images: Technology, consumption, and the representation of gender in American architecture since WWII," in <i>The Sex of Architecture</i> , pp. 191-210; Bell, D. & Binnie, J., 2004. "Authenticating queer space: Citizenship, urbanism, and Governance. <i>Urban Studies</i> 41(9): 1807-1820.
12	11/18	In – Class Exam	
13	11-25	Thanksgiving Break	Enjoy your break!
14	12/2	Sustainable Communities and Environmental Justice	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; 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; Flavelle, C. (2019). "Climate change threatens world's food supply, United Nations panel warns," <i>New York Times</i> , pp. 1-7.
15	12/9	Group Presentations	