

# Urban Studies/Sociology 377

## Urbanism and Urbanization

SPRING 2022  
Thursdays, 4:30-7:10  
Bolton B87

### Instructor

Dr. Jamie M. Harris (he/him/his)

Office Hours: (virtual office hours) Thursday 2-3pm or by appt.

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## Course Overview

The purpose of this course is to introduce students to the process of urbanization and the nature of urban society. Students will be exposed to a number of theoretical perspectives and methodological approaches to the study of urban society, and will examine a number of substantive urban topics and case studies to account for the changing social and spatial patterns of cities and metropolitan regions, focusing primarily on N. American contexts. Over the course of the semester, in addition to examining early and contemporary urban theorists, we will address racial and class polarization in cities, urban place-making and cultural spaces, globalization and urban political economy, urban renaissance and gentrification, urban sprawl and sustainable development, among other topics, and the implications of each for the urban form. This course will emphasize a close readings of texts, considerable discussion, and student contributions in the way of class presentations and independent research. The first two-thirds of the course will address key topics in the field of urban studies; the last third of the course will focus on four substantive urban policy areas (housing/econ dev., transportation, regionalism, and sustainable development). While many of the course readings and topics examined in this class are drawn from the subfield of urban sociology, some are also taken from the fields of urban studies, urban geography, urban history, and urban planning.

## Course Goals, Objectives, and Expectations

By the end of the semester, students should be able to:

- identify and characterize processes of urbanization and patterns of urban development and change of metropolitan areas
- Identify and describe the work of early and contemporary scholars and theorists in the field of urban studies and relate the significance of their contributions to the field of urban studies
- Identify and understand the key issues and policy debates in the areas of economic development, housing, transportation, regionalism, and sustainable development, among others

In addition, course assignments are geared to help students:

- develop critical thinking and analysis skills
- further develop oral and written expression skills
- continue to develop and improve research and presentation skills
- apply learning beyond the classroom to their own life and professional skills

### Expectations:

- ❖ Students will complete assigned readings on time and be prepared to discuss them in class discussion
- ❖ As a 3-credit, **300 level/junior standing course**, the university expects a time commitment of roughly 9-10 hours per week spent on completing course readings & lectures, reviewing & studying, participating in discussions, and researching & presenting.
- ❖ Students will meet assignment deadlines and upload class assignments to Canvas.

## **Requirements and Grades**

Student performance in this class will be assessed by a variety of evaluation techniques: in-class discussions, exam/quiz, reading responses, and a research paper and presentation. Each of these assignments is aimed at developing students' academic skills. By the end of the course students should not only have a better knowledge of urban society and development and change, but improved their ability to express themselves orally and in writing, and to apply their learning beyond the classroom.

### **I. Weekly Reading Commentary (15% of grade)**

Each week students will write a short commentary (300-600 words) on the week's readings due uploaded to Canvas 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 assigned 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. All weeks are required, but the two lowest scores will be dropped.

### **II. Small Group Work/Class Participation (10% of grade)**

There will be several small group exercises in which your class participation will be graded. Typically, I will ask students to get into a small group to answer some questions about a film, discuss a reading, or complete an exercise. In some cases, I may ask students to come to class with something prepared to discuss with your group. Afterward, we will discuss these responses with the class as a whole. These in-class assignments will be turned-in and graded. The point of these kinds of exercises is to draw on students' own experiences and knowledge and to facilitate learning in ways that are collaborative and active. Your preparation and class participation are critical for these kinds of exercises to be successful.

### **III. Midterm Exam (30% of grade) & Quiz (15% of grade)**

There will be an in-class midterm exam. I will provide more information about the content of the exam in the weeks leading up to the exam. There will also be an online quiz covering the last five weeks of course topics.

### **IV. Research Paper and Presentation – 30% of grade**

**Introduction and Objectives:** One of the primary assignments for the semester will be a final research paper. The purpose of the paper is three-fold: 1) To provide a way for students to explore material in a more in-depth way than is possible from the weekly course materials; 2) to allow students to carve out an area that suits their own interests, background, and future aspirations; 3) and, to provide an opportunity for students in the class to learn from their peers. Each student will have the opportunity to develop their research paper on a topic they find interesting and present their research to the class. This may be an exploration of an urban initiative, a review of some urban development, a case study of an urban issue, etc. I will provide a list of some possible topics. A proposal and annotated bibliography will be due the 10<sup>th</sup> week. Students will present their research paper to the class during one of the last two weeks of the semester. I will shortly provide more information about the proposal and paper, presentation, and grading rubric.

### **Distribution of Course Grades**

15%	Weekly Commentaries
10%	Small Group Exercises and Class Participation
30%	Final Paper and Presentation
30%	Midterm exam
15%	Quiz

**Final Grading Scale:**

.931-1.00=A;.90-.930=A-;.87-.899=B+;.831-.869=B;.80-.83=B-;.77-.799=C+;.731-.769=C;.70-.73=C-  
.67-.699=D+;.631-.669=D;.60-.63=D-

**Required Texts:**

All assigned readings are posted on course Canvas site.

- ❖ **Special Accommodations:** Be sure to notify me right away if you have an **ARC** accommodation to take this class.
- ❖ **Changes to syllabus:** Students are responsible for any changes in this syllabus which are announced in 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 which could entail an “F” in the course or worse (see attached list of “University and Department Policies”).

Wk	Date	Topic	Readings
1	1/27	Introduction	
2	2/3	Early Cities and N. American Urban Development Patterns	Fishman, R. <b>Urbanity vs. Suburbanity: France and the U.S.</b> , pp. 103-133. In <i>Bourgeois Utopias: Rise and Fall of Suburbia</i> . Jackson, K. <b>The Drive-in Culture of Contemporary America</b> (from <i>The Crabgrass Frontier</i> ). In <i>The City Reader</i> , pp.59-68; Bullard, R. <b>Anatomy of Sprawl</b> . In <i>Sprawl City: Race, Politics, and Planning in Atlanta</i> , pp. 1-19. <b>Optional:</b> Childe, G. <b>The Urban Revolution</b> . In <i>The City Reader</i> , pp.27-34.
3	2/10	The Evolution of Urban Sociology and the Field of Urban Studies	Wirth L., <b>Urbanism as a Way of Life</b> . In <i>The City Reader</i> , pp.90-97; McKenzie, R.D. <b>The Ecological Approach to the Study of the Human Community</b> . In <i>The City</i> , pp. 63-79; Dear, M. <b>Los Angeles and The Chicago School: An Invitation for Debate</b> . In <i>the Urban Sociology Reader</i> , pp. 106-116.
4	2/17	Urban Society and Culture: Placemaking, City Publics, and Marketing the City	Greenberg, M. <b>Marketing the City in Crisis</b> . In <i>Consuming the Entrepreneurial City: Image, Memory, Spectacle</i> , pp.19-44; Zuskin, S. <b>Whose Culture, Whose City?</b> In <i>The Urban Sociology Reader</i> (from <i>The Culture of Cities</i> ), pp. 281-289; Rodriguez, J. <b>Public Art in Concord</b> . In <i>City vs. Suburb: The Culture Wars in an American Metropolis</i> , pp.105-131.
5	2/24	Urban Crisis, Decline, and Renaissance	Kahn, H. <b>Destroying Detroit (in order to save it)</b> . GQ; Desmond, M. <b>Evicted: Poverty and profit in the American city</b> (prologue, and chapters 1-4, pp.1-52); Zuk et al. <b>Gentrification, Displacement, and the Role of Public Investment</b> , pp. 31-41.
6	3/3	The City and Race/Ethnicity: Difference, Exclusion & Division	Caldeira, T. <b>Fortified Enclaves: The New Urban Segregation</b> . In <i>The Urban Sociology Reader</i> , pp.327-335; Jones, P. <b>The Struggle for Open Housing</b> . In <i>Selma of the North: Civil Rights Insurgency in the North</i> , pp. 169-209. Portes, A. & Manning, R. <b>The Immigrant Enclave: Theory and Empirical Examples</b> . In <i>The Urban Sociology Reader</i> , pp.154-163.
7	3/10	The City and Capitalism/Globalization: Urban Political Economy and Neoliberal Urbanism	Logan, J. & Molotch, H. <b>The City as Growth Machine</b> . In <i>The City Reader</i> pp. 464-476. Jordan, J. <b>Collective Memory and Locality in Global Cities</b> . In <i>Global Cities: Cinema, Architecture, and Urbanism in a Digital Age</i> , pp. 31-48. Sassen, S. <b>The Urban Impact of Economic Globalization</b> . In <i>The Urban Sociology Reader</i> (From <i>Cities in a World Economy</i> ), pp.230-40.
8	3/17	Midterm Exam	

9	3/24	Spring Break	<b>Enjoy your break!</b>
10	3/31	Constructing Community, Civic Democracy, and New Urban Design	Putnam, R. <b>Bowling Alone: America's Declining Social Capital</b> Ross, A. <b>Learning From Celebration</b> . In <i>The Celebration Chronicles: Life, Liberty, and the Pursuit of Property Value in Disney's New Town</i> , pp. 295-325. Kenny, J. <b>Constructing the 'Genuine American City': Neo-traditionalism, New Urbanism, and Neo-liberalism in the Remaking of Downtown Milwaukee</b> . <i>Cultural Geographies</i> 11: 74-98. Bennhold, K. <b>80 Years Ago the Nazis Planned the 'Final Solution.' It took 90 minutes</b> . New York Times, pp. 1-5.  <b>Submit paper proposal and annotated bibliography to Canvas by Sunday, 4/3 at 11:59pm</b>
11	4/7	Housing and Redevelopment	Rodriguez, J. <b>New Urbanism and Community Protests</b> . In <i>Bootstrap New Urbanism: Design, Race, and Redevelopment in Milwaukee</i> , pp. 135-157. Peterangelo, J. & Henken, R. <b>Laying the Foundation: An Overview of the City of Milwaukee's Housing Programs and Priorities</b> . Wisconsin Policy Forum, pp. 3-31.
12	4/14	Transit and Transportation Policy	Rast, Joel. <b>Transportation Equity and Access to Jobs</b> , (Center for Economic Development report), pp. 1-33; Milwaukee Dept. of City Development, <b>Equitable Growth Through Transit Oriented Development: A Neighborhood Plan for Historic Dr. Martin Luther King Drive</b> , pp. ii-xix.
13	4/21	Regionalism and Metropolitcs	Orfield, M. <b>Metropolitcs and the Case for Regionalism</b> . In <i>American Metropolitcs: The New Suburban Reality</i> , pp. 155-172; Calthorpe, P. <b>Introduction/Living in the Regional World</b> . In <i>The Regional City</i> , pp. 1-30.
14	4/28	Sustainable Development	Campbell, S. <b>Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development</b> . <i>Journal of the American Planning Association</i> , 62 (3): 296-310. Beatley, T. <b>Planning for Sustainability in European Cities: A Review of Practices in Leading Cities</b> . In <i>The Sustainability Reader</i> , pp. 1330-339.
15	5/5	<b>Presentations</b>	
16	5/12	<b>Presentations</b>	

**Canvas Quiz: May 2-3**

**Final Paper Due, Saturday, May 14 at 11:59pm**

## UNIVERSITY AND URBAN STUDIES PROGRAMS POLICIES

The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that web page is: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>

**Students with Disabilities.** Verification of disability, class standards, the policy on the use of alternate material and test accommodations can be found at the following: <http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

**Religious Observances.** Policies regarding accommodations for absences due to religious observance are found at the following: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm)

**Students called to active Military Duty.** Accommodations for absences due to call-up of reserves to active military duty are found at the following: [http://www4.uwm.edu/current\\_students/military\\_call\\_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)

**Incompletes.** You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above. The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)

**Discriminatory Conduct** (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policies regarding discriminatory conduct can be found at: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S47.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf)

**Academic Misconduct.** Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Policies for addressing students cheating on exams or plagiarism can be found at the following: <http://www4.uwm.edu/osl/dean/conduct/cfm>

**Complaint Procedures.** Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Sciences. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policies may be found at: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S49.7.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S49.7.htm)

**Grade Appeal Procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at [http://www4.uwm.edu/lets/upload/grievance\\_procedure.pdf](http://www4.uwm.edu/lets/upload/grievance_procedure.pdf)  
Procedures for graduate student grade appeal can be found at <http://www.graduateschool.uwm.edu/students/policies/>

**Final Examination Policy.** Policies regarding final examinations can be found at the following: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S22.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm)

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