

University of Wisconsin-Milwaukee
Urban Studies Programs
USP 983: Contemporary Urban Social Structure and Change

Spring 2022
Tuesdays 4:30-7:10
Office Hours: by appointment
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Bolton 714C
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REQUIRED TEXTS:

Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Vintage, 1992 (1961).

Other readings will be available either on Canvas or through the library's databases, and details of each week's readings will be available well in advance. You are responsible for ALL readings listed here except for anything marked OPTIONAL. Readings will come from various sources: entire books (available for purchase and on reserve in the library), our Canvas site, and the library's online article databases. It is vital that you have good ways to access online resources for this course, even though we meet face-to-face. Note that you will NEVER have to pay for access to an article—if you run into trouble accessing a full text copy, either request it via interlibrary loan, or reach out to the library for assistance.

COURSE SCHEDULE [SUBJECT TO CHANGE]:

A note about the schedule: As the semester progresses, I will add additional articles (via online resources) and may cut others, so the schedule of readings presented here is necessarily approximate. I will always give you plenty of notice about any changes, but wanted to let you know from the start that there may be changes as we go along. In addition, I will ask you for suggestions for readings early in the semester, to give you a chance to share particular favorites or articles on your to-read list with the rest of the class. I will fill in those readings in the latter weeks of the semester, so you will receive an updated syllabus once I have reviewed your reading suggestions. Please also note that the meeting location is to be determined—we will meet on Teams for the first few weeks of the semester, and then if public health conditions allow, we'll return to Bolton 757 and continue meeting in person later in the semester.

WEEK 1

January 25
MEET ON TEAMS
NO READING

WEEK 2

February 1
MEET ON TEAMS
Death and Life

1. Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Vintage, 1992 (1961), focus on the Introduction and Parts 1 and 2.

February 7: ASSIGNMENT DUE ON CANVAS: 3 POSSIBLE ARTICLES FOR YOUR DISCUSSION LEADER SESSION

WEEK 3

February 8

MEET ON TEAMS

Lived Experiences of The City

1. Mary Pattillo, "Housing: Commodity versus Right," *Annual Review of Sociology* 2013 39:1, 509-531. (on library website)
2. Jim Clifford, "London's Soap Industry and the Development of Global Ghost Acres in the Nineteenth Century." *Environment and History*, 2020 (on Canvas)
3. Jan Lin, *The Power of Urban Ethnic Places: Cultural Heritage and Urban Life* (New York: Routledge, 2011), Chapter 6 ONLY (on Canvas)

WEEK 4

February 15

MEETING LOCATION TBD

Past and Present Urban Forms

All readings available through the library website.

1. Trotter JW, Fernandez J. Hurricane Katrina: Urban History from the Eye of the Storm. *Journal of Urban History*. 2009;35(5):607-613. doi:10.1177/0096144209336515
2. Teresa P. R. Caldeira, "Imprinting and Moving Around: New Visibilities and Configurations of Public Space in São Paulo" *Public Culture* (2012) 24 (2 (67)): 385-419. DOI: <https://doi.org/10.1215/08992363-1535543>
3. Savas, Ozlem. 2014. "Taste Diaspora: The Aesthetic and Material Practice of Belonging." *Journal of Material Culture* 19(2): 185-208.

WEEK 5

February 22

MEETING LOCATION TBD

Producing European Space

All readings on Canvas:

1. Friedrich Engels, *Selected Writings* (Baltimore: Penguin, 1967), 26-55.
2. Georg Simmel, *The Sociology of Georg Simmel* (Glencoe: The Free Press, 1964), 409-424.

3. David Harvey, *Condition of Postmodernity* (Chapters 1, 2, 15)

WEEK 6

March 1

MEETING LOCATION TBD

1. Armstrong, E. A., & Crage, S. M. 2006. "Movements and Memory: The Making of the Stonewall Myth." *American Sociological Review*, 71(5), 724–751.
2. Calkins, Thomas. "More than Sound: Record Stores in Majority Black Neighborhoods in Chicago, Milwaukee, and Detroit, 1970-2010." *City and Community*. (on D2L)

NOTE: from this point in the semester, the readings will be drawn from readings that you have chosen, and individual students will lead discussion. It is possible that, here and there, I will add a little additional reading, but I wanted to start out fairly modestly (two articles per week instead of three) to see how our pacing goes. I will create a syllabus addendum that includes the references for all of the new readings. There will also be small assignments here and there, as I plan for some of the time in these weeks to focus on broader strategies about research project development in grad school.

PREPROPOSAL DUE ON CANVAS Monday March 7 5 pm

WEEK 7

March 8

Discussion leader 1

Discussion leader 2

WEEK 8

March 15

LIBRARY WORKSHOP: ONLINE, ASYNCHRONOUS (No in-person meeting this week, all discussion and work will take place on Canvas)

SPRING BREAK

March 22 (no reading)

WEEK 9

March 29

Discussion leader 3

Discussion leader 4

PROPOSAL DUE ON CANVAS Monday April 4 5 pm

WEEK 10

April 5

Discussion leader 5
Discussion leader 6

WEEK 11

April 12
Discussion leader 7
Discussion leader 8

WEEK 12

April 19
Discussion leader 9
Discussion leader 10

WEEK 13

April 26
Visit to the AGSL
Readings TBD

WEEK 14

May 3
PRESENTATIONS

No reading

WEEK 15

May 10
PRESENTATIONS

No reading

FINAL PAPER DUE TUESDAY MAY 17 at 5 pm on Canvas

COURSE DESCRIPTION AND OBJECTIVES:

This course has several goals. First, it will expose you to a wide range of work on the study of cities, in ways that will hopefully continue to inform your own research and writing, and build on your sense of what conversations within urban studies you will be joining. In addition, you will gain experience in very quickly reading and synthesizing relatively large amounts of information—a vital skill in preparing for your prelims, but also for graduate school and professional life more broadly. You will also learn how to develop a big picture of a field of literature—the importance of this skill cannot be overestimated. Without it, you will find it extremely difficult to prepare for prelims, AND to develop a doable thesis topic. We always stand on the shoulders of others as we do our research, and knowing how to assess the field and both conduct and write up a literature review are essential skills for being sure that your

research is securely situated within ongoing academic debates and conversations. Please come to class having completed that week's readings.

ASSIGNMENTS AND EXPECTATIONS:

Attendance and Participation are both essential for success in this course. It is vital that you attend and participate actively in discussion each and every week. As a general rule, plan on talking at least twice each meeting—even if you are not particularly comfortable with class discussion, it is definitely important that you actively participate. If you need to miss class, please let me know in advance.

Reading Summaries

You will be required to turn in a total of eight Reading Summaries over the semester. I would strongly recommend completing as many as possible early in the semester. This is designed to help you with comprehension and retention of these often challenging readings. Please include the central argument for each chapter if we're reading a book that week, or the central argument for each article in a given week. These notes **MUST** be in your own words—they may include brief, well-chosen quotations, but must primarily be in your own words. Do include page numbers when appropriate to refer to the relevant places in the text. Please submit these summaries on Canvas by 10 pm on Mondays.

Class Leader

Later in the semester you will each lead discussion on one article. Please submit three possible article suggestions on Canvas by Feb. 7.

PreProposal

A week before our session in the library, you will need to submit a one-page pre-proposal, sketching out the likely central questions and topic for your final paper, and including at least five preliminary sources. I will comment on these and bring my comments to our library session.

Proposal

Around the middle of the semester you will be required to submit a proposal for your final paper. Details of the proposal will be circulated closer to the due-date, but it will definitely involve doing some preliminary searches for relevant literature, and generating guiding questions for the final paper.

Final Presentation

Final presentations will take place in the last two class meetings. You will present the elements of your final paper (which will obviously not be entirely complete), and the presentation will focus not only on your findings, but also on the way in which you are going about conducting your searches for relevant literature, describing the research and thought process behind the paper. More details about the presentation will be circulated mid-semester, so that you can be collecting information for it as you work on the proposal.

Final Paper

Papers will be graded on analytical skill as well as clarity. It is vital that you proofread your paper before handing it in. Papers should be typed, double-spaced, in a 12-point standard font such as Times New Roman. The best papers will follow a standard approach to reviewing scholarly literature. It is thus essential that you cite your sources, and that your writing be clear and well-organized. Before the paper is due I will provide a handout with more detailed information concerning the format and style of papers for this course. I will not read entire drafts, but I am more than happy to meet to discuss an outline and introductory paragraph, and would welcome you to come talk to me even without those things in hand. The paper should be 7-9 pages long (shorter is too short, longer is too long). You may NOT turn in a literature review you have conducted for a different class or project—this must be an original work. Please make an appointment to talk with me if you have any questions about this, and also if you'd like to talk about how this paper might dovetail with other work you are doing (prelims, theses, etc.).

Grades

10%	Attendance and Participation
10%	Reading Summaries
10%	Other Assignments
10%	Pre-proposal
5%	Class Leader
15%	Proposal
10%	Final Presentation
30%	Paper

OTHER DETAILS

Plagiarism is unacceptable, and will be penalized both with a 0 on the relevant assignment, **and** according to UWM Academic Disciplinary Procedures. If you have any doubts as to what constitutes plagiarism, feel free to ask me or to consult university regulations. ANY TIME that you use someone else's words, those words MUST be in quotation marks and MUST be thoroughly cited—no exceptions.

Because there is still an ongoing pandemic, if you need an extension on a specific deadline, please ask me, with as much advance notice as possible. I am open to being flexible, but I also want to note that the main assignments in this class are cumulative—the preproposal, proposal, and presentation are all designed to build toward the final paper. It's not possible to skip a step, and I give feedback at each step as well. Please don't hesitate to ask me if you do need an extension, but just keep the interconnectedness of these assignments in mind.

*****Please note: This syllabus is subject to revision.*****

You are responsible for keeping track of any changes to the syllabus. If for any reason you are not in class when a change is announced, it is YOUR responsibility to find out what has been changed by asking me or a classmate. It is very possible that we will fall slightly behind or get slightly ahead of ourselves in terms of the reading, so each week I will make clear what the next week's readings will be.

WORKLOAD STATEMENT

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes "that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours" (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. 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. For this course, over the semester you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Syllabus Links

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. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf>
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://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf>
5. Discriminatory conduct. 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://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>
6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit:

<https://uwm.edu/sexual-assault/>.

7. 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.

<https://uwm.edu/deanofstudents/conduct/academic-misconduct/>

8. 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://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>

9. 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.

<https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf>

10. 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/>

11. Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property.

<https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf>

12. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>

COVID-19 SYLLABUS STATEMENTS, SPRING 2022

1. 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 Policy](#). This policy applies to anyone who is physically present on campus, in UWM-controlled facilities, or participating in a UWM-sponsored activity.

2. With respect to indoors spaces on UWM facilities (classrooms, labs, performance spaces, etc.):

- Masks are always required while indoors on UWM campuses and in UWM-controlled facilities, with limited exceptions – environments where hazards exist that create a greater risk by wearing a mask (for example, when operating equipment in a lab with the risk of a mask strap getting caught in machinery, or when flammable materials are being used). Such exceptions must be approved in advance.
- A student who comes to class without wearing a mask will be asked to put on a mask or to leave to get one at a mask handout station. Failure to do so could result in student discipline.

- You should check daily for COVID symptoms by completing the self-check at <https://uwm.edu/coronavirus/symptom-monitor/>. Symptoms may appear 2-14 days after exposure to the virus and include fever, cough, or shortness of breath or difficulty breathing. See the [CDC's Website](#) for more information about COVID-19 symptoms.
- If you test positive for or are diagnosed with COVID-19 based on symptoms, you should complete this [Dean of Students Office self-report form](#). By doing so, you will get information on resources, help UWM identify individuals you may have come into contact with on campus so that UWM can work with the local health department, and allow UWM to clean campus areas you visited.

3. Attendance Policy

Do not attend your in-person class if you have COVID-19, if you are experiencing symptoms consistent with COVID-19, if you have been in close contact with others who have symptoms, if you need to care for an individual with COVID-19, or have other health concerns related to COVID-19.

- You should be aware of each of your course's attendance policies. In case of illness, you should contact me immediately to discuss options for completing course work while ill.
- Notify me in advance of the absence or inability to participate, if possible.
- Participate in class activities online and submit assignments electronically, to the extent possible.
- Reach out to me if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness, contact me to discuss other options.

As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

4. Potential for Reversion to Fully Online Instruction

Changing public health circumstances for COVID-19 may cause UWM to move to fully online instruction at some point during the semester. UWM will communicate with students about moving to fully online instruction if the situation develops.

Updated: January 10, 2022