

University of Wisconsin-Milwaukee
Urban Studies Programs
URBAN STUDIES 250: EXPLORING THE URBAN ENVIRONMENT
Spring 2022, Tuesdays & Thursdays 2:00-3:15 p.m.

<i>Instructor</i>	Danny Benson Urban Studies Program University of Wisconsin-Milwaukee
<i>Classroom</i>	Bolton Hall B64
<i>Email</i>	dmbenson@uwm.edu
<i>Phone</i>	(262) 408-9216 (Mobile)
<i>Office</i>	Bolton Hall 792
<i>Student Hours</i>	Tuesdays & Thursdays, 3:15 - 4:15 p.m. or by appointment (in person or via Zoom)

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 within 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 weekly topics. Urban-related subjects that may be discussed include, but are not limited to: the history of urbanization, urban theory and form urban, economics and labor, housing, segregation, poverty, transit and transportation, and green urbanism and sustainability.

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 of 2020, 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 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:

1. Comprehend and apply the multidisciplinary nature of urban studies;
2. Exhibit an introductory knowledge and engage in informed academic discussion of scholarly discourse regarding a selection of topics relevant to the urban environment;
3. Synthesize, apply, and analyze course themes in the context of contemporary urban areas;
4. Access and utilize scholarly resources relevant to urban studies to aid in the development of high quality, accurate research;
5. Produce high quality, research-based reports at a college-appropriate level.

Required Materials

- *The Color of Law: A Forgotten History of How Our Government Segregated America*, by Richard Rothstein.
- All other readings will be shared on the Canvas course site.

Class Structure

Classes will be held every Tuesday and Thursday from 2:00-3:15 pm. Attendance is mandatory, and I expect every student to be in attendance and ready to discuss that day's respective topics during these times. During classes, content will be provided via lectures, intended to promote discussion on the assigned readings, key concepts, and current events related to the weekly topics. A portion of each class period may be utilized for students to engage in group discussions, give presentations, and to participate in other small group activities.

Each week classes will cover a specific urban studies-related theme. Lectures and discussions will be based upon assigned readings, typically news articles, book excerpts, and/or videos for that week. Assignments will be research- and writing-oriented, primarily consisting of brief prompt responses and a lengthy research paper, but may also include short presentations and in-class discussions. The selected themes can be found in the class schedule below. In general, for this course, assessment (grades) are based on a student's ability to process, understand, and communicate the course content as well as a student's ability to express individual perspectives and opinions about these themes. Communication with the instructor regarding missing a lecture, questions about assignments, and so forth are highly encouraged if and whenever needed.

Readings: Students should come to class having thoroughly read or viewed all materials assigned for that day. This will significantly increase students' 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 students have assigned texts ready and open during classes.

Assignments: Students will be completing approximately one assignment every week. Assignments include eight (10) prompt responses, one (1) advocacy letter, and the City Analysis Report, delivered in two parts. See "Grading Components" below for more information on each of these types of assignments. Assignments will be submitted via the course's Canvas website. For more information on the online portal Canvas, please see the "Technology Requirements" section below.

Grading Scheme

Students have the opportunity to earn a total of 200 points across multiple assignments and projects throughout the semester (not including bonus points). The distribution below outlines the grades based on the possible points earned in this semester.

A: 93 percent and above	185 points or more	C: 73-76 percent	145-152 points
A-: 90-92 percent	179-184 points	C-: 70-72 percent	139-144 points
B+: 87-89 percent	173-178 points	D+: 67-69 percent	133-138 points
B: 83-86 percent	165-172 points	D: 63-66 percent	125-132 points
B-: 80-82 percent	159-164 points	D-: 60-62 percent	119-124 points
C+: 77-79 percent	153-158 points	F: Below 60 percent	118 points or fewer

Grading Components

Grading Component	Total Points	Percent of Final Grade
Attendance & Participation	20 points	10 percent
Prompt Responses (10)	60 points (10 x 6 pts each)	30 percent
Advocacy Letter	30 points	15 percent
City Analysis Report (2 parts)	90 points (40 + 50 pts)	45 percent
Total	200 points	100 percent
Bonus Points: Student Survey	5 points	-
Bonus Points: Student Hours Visit	5 points	-

Attendance & Participation: Attendance and participation is mandatory for all lectures. Students have the opportunity to earn a total of twenty (20) attendance and participation points. Please see "Class Policies" for more details.

Prompt Responses: Students will be required to respond to eight (8) 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 help students synthesize lessons from that week's reading materials and apply these lessons to specific urban areas. These prompt responses will ask students to collect information and data on assigned cities, and therefore are also intended to serve as building blocks to the City Analysis Report. Writing prompts will primarily cover the week's required readings and lecture content. Be sure to complete all readings before composing prompt responses. Responses will typically be due on Thursdays. Students will submit responses via the course's Canvas website.

Advocacy Letter: Students will write a letter to one of their local, state, or federal representatives, either in support or opposition to an urban-related issue on the agenda (This project is liable to change).

City Analysis Report: Each student will be assigned a U.S. city during the first week of the class. Students will then spend the semester constructing a 12-15 page report on this assigned city, and will deliver this report in two (2) parts, with one part due at the end of each module. Through the City Analysis Report, students will synthesize and apply course content to a specific urban area. This report will also allow students to hone their college-level, formal writing skills. Students will have an opportunity to revise the first two parts of the report to improve their original scores.

Class Policies

Participation and Attendance: Students are required to attend all lectures during the scheduled time (2:00-3:15 pm on Tuesdays & Thursday) and to actively participate in classroom discussions and debates. There are 29 class periods during the Fall 2021 semester. Students will earn up to 10 points for attendance and participation. Please avoid being chronically late for lectures. Students must inform me as soon as possible if they will not be able to attend a lecture. Valid reasons for absences, including illnesses, deaths in the family, and other unforeseen circumstances, will not count against the attendance and participation grade. If unable to attend a particular lecture, students are expected to read through that day's lecture slides at the earliest convenience. All lecture slides will be posted on the homepage of the course's Canvas website.

Communication: I will primarily be communicating with students via the [Canvas messaging system](#). Students should [ensure Canvas notification preferences are set up to send an alert to your UWM email account](#) after receiving a Canvas message. You are welcome to email me or [message me through Canvas](#) or you may also **call or text my mobile number** at (262) 408-9216, if you have any questions or concerns. I will do my best to reply to your messages 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.

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. Student Hours will be held in-person in my office (Bolton 792) *and* via Collaborate Ultra in the "Student Hours" session. During designated Student Hours (Tuesdays & Thursdays, 3:15-4:15 pm), I will be available in my office and I will also simultaneously login to the "Student Hours" Zoom Meeting session. During this time, you are welcome to join me in my office or via webcam, if you so wish. If my designated office hours 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" and will be marked down as zero points.

Technology Requirements

Computer Accessibility: Because readings will be posted and assignments will be collected 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 without a keyboard. During some lectures, I may expect students to bring their computer to class to participate in the day's activities. If students do not own a computer, [laptops may be rented from the UWM library](#). I respectfully request that all students refrain from the use of cellphones during lectures, out of respect for me, yourself, and your fellow classmates. Students will get a lot more out of this course with minimized distractions.

Canvas: This course will make heavy use of 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.

Microsoft Word: I ***highly*** recommend students use Microsoft Word for any and all writing assignments due over the course of this semester. While I am a big fan of Google Documents, its reviewing, revising, and formatting capabilities are not nearly as robust as those found in Microsoft Word. Because this is a writing-heavy course, in which reviewing, revising, and formatting will play an important part of a students' final grades, Microsoft Word is the word processor option for students enrolled in this course. Through UWM, students are able to [download Microsoft Word for free](#). Please take advantage of this!

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.

COVID-19 Statement (Short Version; See Canvas for Full Version)

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 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.

How to be Successful in this Class

College courses can be difficult for freshman and sophmores to adapt to 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 about nine (9) hours per week to work on this course
- Don't wait until the last minute to submit assignments
- Read and reread carefully until you feel you understand the course concepts
- Avoid distractions while you're working on course materials
- [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

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:

- 36 hours attending classes
- 40 hours reading course materials
- 30 hours writing and conducting research for prompt responses
- 30 hours, researching, writing and revising city analysis reports
- 8 hours working on other assignments

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 2022*

January 22	Last day to withdraw (drop all classes) for the term without charge or for full refund.
January 24	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 28	Deadline for graduation application for undergraduate students. Submit application via PAWS.
February 4	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 5	Deadline for graduation applications for graduate students. Submit applications via PAWS.
February 20	Last day to drop full-term courses without a "W" on record. Tuition and fees apply.
March 20-27	Spring Break
April 10	Last day to drop or withdraw from full-term courses. Tuition and fees apply.
May 12	Last day of classes
May 13	Study day
May 14, 16-21	Final Exams. No final exams on May 15.
May 21	Last day of the term. Date of degree conferral for graduating students.
May 22	Graduation ceremony.
May 26	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 August 16, 2020.

Class Schedule



Module 1:	Basics of a City
Week 1	Course Introduction
	<p>Tuesday, January 25: Course Introduction</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Spring 2021 Course Syllabus <p>Thursday January 27: What is a city?</p> <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)
Week 2	Conceptualizing and Researching the Urban
	<p>Tuesday, February 1: Conceptualizing the Urban</p> <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. <p>Thursday, February 3: Researching the Urban</p> <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. ONLY READ p. 80-87 (“The City as a Case Study”). ❑ City Analysis Report: Part I Project Description ❑ Style Guide and Tips for Formal Writing ❑ VIDEO: Population Reference Bureau. 2019. "Data 101: The American Community Survey." - (5:22) ❑ Assignments <ul style="list-style-type: none"> ❑ Prompt Response 1
Week 3	A Brief History of Urbanization
	<p>Tuesday, February 8: Global History of Urbanization</p> <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.” <p>Thursday, February 10: Urbanization of the United States</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ N. Kleniewski. 2006. "Chapter 4: Urban Development of the United

	<p>States" in <i>Cities, Change & Conflict</i>. 74-98. Skip 81-86.</p> <ul style="list-style-type: none"> ❑ VIDEO: Arts in the City. 2015. "The Tenement Museum." CUNY TV. (5:01). ❑ Assignments <ul style="list-style-type: none"> ❑ Prompt Response 2
Week 4	Urban Theory
	<p>Tuesday, February 15: Urban Ecology</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ N. Kleniewski. 2006. "Chapter 2: Theoretical Perspectives on the City" in <i>Cities, Change & Conflict</i>. 21-45. ❑ VIDEO: City Beautiful. 2019. "Are cities like organisms? (9:27) <p>Thursday, February 17: Urban Political Economy</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ N. Kleniewski. 2006. "Chapter 4: Urban Development of the United States" in <i>Cities, Change & Conflict</i>. ONLY READ 81-86. ❑ J. Lin. 2015. "The Puzzling Persistence of Place." Federal Reserve Bank of Philadelphia Business Review Second Quarter. 1-8. ❑ Assignments <ul style="list-style-type: none"> ❑ Prompt Response 3
Week 5	Urban Power Structures
	<p>Tuesday, February 22: Local Governments</p> <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>. 285-298, 304-309 (Skip "Financing Local Government"). <p>Thursday, February 24: Urban Politics</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ R. Rothstein. 2017. <i>The Color of Law</i>. "Preface". vii-xvii. ❑ R. Rothstein. 2017. <i>The Color of Law</i>. "Chapter 1: If San Francisco, Then Everywhere?". 3-14. ❑ VIDEO: Top Marx. 2021. "Social Capital - A Level Sociology revision." (7:36) ❑ Assignments: <ul style="list-style-type: none"> ❑ Prompt Response 4
Week 6	Urban Morphology
	<p>Tuesday, March 1: Urban Form</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Lynch, K. 1960. Excerpt from "Chapter III: The City Image and its Elements" in <i>The Image of the City</i>. p. 46-49. ❑ VIDEO: City Beautiful. 2017. "Which U.S. City Sprawls the Most?"

	<p>(5:11)</p> <ul style="list-style-type: none"> ❑ VIDEO: Natural Learning Initiative. 2018. "Elements of Urban Form." (3:26) <p>Thursday, March 3: Urban Planning</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ N. Tyler and R. Ward. "Chapter 2: Conceptual Approaches to Planning." in Planning and Community Development: A Guide for the 21st Century. 21-33. Skim. ❑ R. Rothstein. 2017. <i>The Color of Law</i>. "Chapter 3: Racial Zoning". 38-57. ❑ VIDEO: City Beautiful. 2019. "A Brief History of U.S. City Planning." (14:30) ❑ Assignments: <ul style="list-style-type: none"> ❑ Prompt Response 5
Week 7	The Public Realm
	<p>Tuesday, March 8: Public Spaces</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ J. Jacobs. 1961. "Chapter 3: The uses of sidewalks: contact." in <i>The Death and Life of Great American Cities</i>. 55-73. ❑ VIDEO: Project for Public Spaces. 2018. "Measuring Magic — Improvisation." ❑ VIDEO: Project for Public Spaces. 2018. "Measuring Magic — Comfort." ❑ VIDEO: Project for Public Spaces. 2018. "Measuring Magic — Affection." ❑ OPTIONAL: J. Jacobs 1961. "Chapter 5: The uses of neighborhood parks" in <i>The Death and Life of Great American Cities</i>. 89-111. <p>Thursday, March 10: Privatization of Public Spaces</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ TBD ❑ Assignments <ul style="list-style-type: none"> ❑ City Analysis Report, Part I
Module 2:	Cities and Inequality
Week 8	Segregation
	<p>Tuesday, March 15: Public Housing & Urban Renewal</p> <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 of Law</i>. 17-37. ❑ VIDEO: ReasonTV. 2011. "The Tragedy of Urban Renewal: The destruction and survival of a New York City neighborhood." (6:23)

	<p>Thursday, March 17: Redlining & Suburbanization</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ R. Rothstein. 2017. "Chapter 4: 'Own Your Own Home.'" <i>The Color of Law</i>. 59-75. ❑ VIDEO: The Root. "How Redlining Shaped Black America As We Know It Unpack That." 2019. (8:28) ❑ Assignments <ul style="list-style-type: none"> ❑ Prompt Response 6
SPRING BREAK	<p>Saturday, March 20 - Sunday, March 27</p> <ul style="list-style-type: none"> ❑ No class, no readings! Have a great break!
Week 9	Urban Decay
	<p>Tuesday, March 29: Deindustrialization</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ VIDEO: Ed Glaeser. 2018. "The Fall of New York." CitiesX. (11:27) ❑ VIDEO: NBC Nightly News. 2018. "How Detroit went from a Booming Metropolis to a Shrinking City." (19:03) ❑ VIDEO: Ed Glaeser. 2018. "The Fall of Detroit." CitiesX. (7:02) <p>Thursday, March 31: Poverty</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ R. Rothstein. "Chapter 10: Suppressed Incomes" <i>The Color of Law</i>. 153-175. ❑ VIDEO: PBS NewsHour. 2014 "Poverty Rates Surge in American Suburbs." (9:43) ❑ Assignments: <ul style="list-style-type: none"> ❑ Prompt Response 7
Week 10	Housing Markets
	<p>Tuesday, April 5: Housing Discrimination</p> <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>. 93-99. ❑ VIDEO: CBS Mornings. 2021. "Racist housing policies had lasting impacts." (6:37) <p>Thursday, April 7: Housing Affordability</p> <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. SKIM. ❑ Emily Badger. 2018. "How 'Not in My Backyard' Became 'Not in

	<p>My Neighborhood?” The New York Times.</p> <ul style="list-style-type: none"> ❑ VIDEO: Vox. 2021. "How the US made affordable homes illegal." (9:41) ❑ VIDEO: Brookings Institution. 2020. "How can the government make housing more affordable?" (4:29) <p>❑ Assignments:</p> <ul style="list-style-type: none"> ❑ Prompt Response 8
Week 11	Gentrification & Policing
	<p>Tuesday, April 12: Gentrification</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ Richard Florida. 2015. "The Complicated Link Between Gentrification and Displacement." CityLab. ❑ Lance Freeman. 2016. "Five myths about gentrification." Washington Post. ❑ Jared Brey. 2019. "When Anti-Displacement Means Segregation." NextCity. <p>Thursday, April 14: Policing</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ R. Rothstein. "Chapter 9: State-Sanctioned Violence." <i>The Color of Law</i>. 139-151. ❑ VIDEO: Michelle Alexander. 2010. "Is Mass Incarceration the New Jim Crow?" Zócalo Public Square. (6:26) ❑ VIDEO: Vox. 2017. "How America's Justice System is Rigged Against the Poor." (4:51)
Week 12	Considering Fixes
	<p>Tuesday, April 19: Considering Fixes</p> <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. ❑ VIDEO: Dan Olson. 2016. "Contact Your Representatives." <i>Folding Ideas</i>. (14:16). <p>Thursday, April 21: Student Choice</p> <ul style="list-style-type: none"> ❑ Readings: <ul style="list-style-type: none"> ❑ TBD
Week 13	Cars and Cities
	<p>Tuesday, April 26: Automobiles & Freeways</p> <ul style="list-style-type: none"> ❑ Readings:

	<ul style="list-style-type: none"> <input type="checkbox"/> Joseph Stromberg. 2016. “Highways gutted American cities. So why did they build them?” Vox. <input type="checkbox"/> PODCAST: The Daily. 2021. "Righting the Historical Wrong of the Claiborne Highway." The New York Times. (28:41) <input type="checkbox"/> VIDEO: Vox. 2021. "How highways make traffic worse." (6:05) <p>Thursday, April 28: Autocentric Cities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> TBD <input type="checkbox"/> VIDEO: Kimberly Mas. 2018. "It's Not You. Commuting is bad for your health." Vox. (4:45) <input type="checkbox"/> VIDEO: Vox. 2021. "The high cost of free parking." (6:42) <input type="checkbox"/> Assignments <ul style="list-style-type: none"> <input type="checkbox"/> Prompt Response 9
Week 14	Transit & Transportation
	<p>Tuesday, May 3: Mass Transit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Joseph Stromberg. 2015. "The real reason American public transportation is such a disaster." Vox. <input type="checkbox"/> Video: Carlos Waters. 2017. "The real reason the streetcar is making a comeback." Vox. (5:56) <p>Thursday, May 5: Pedestrians & Bicycles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Angie Schmitt. 2020. "Introduction: Outline of an Epidemic"  in <i>Right of Way</i>. 1-15. <input type="checkbox"/> Angie Schmitt. 2020. "Chapter 2: The Profile of a Victim"  in <i>Right of Way</i>. 33-45. <input type="checkbox"/> VIDEO: Bloomberg. 2018. "How Amsterdam Became a Bicycle Paradise." (3:57) <input type="checkbox"/> Assignments <ul style="list-style-type: none"> <input type="checkbox"/> Prompt Response 10
Week 15	Future of Urbanism
	<p>Tuesday, May 10: People-centric Cities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> TBD <p>Thursday, May 12: Course Wrap-Up</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readings: <ul style="list-style-type: none"> <input type="checkbox"/> Yasmeen Serhan. 2020. "Vilnius Shows How the Pandemic Is Already Remaking Cities." The Atlantic. <input type="checkbox"/> Video: Oscar Boyson. 2016. "The Future of Cities." (18:12)

	<input type="checkbox"/> Assignments: <input type="checkbox"/> Advocacy Letter
Finals	
Week 16	May 19: City Analysis Report Due
	<input type="checkbox"/> Assignments: <input type="checkbox"/> City Analysis Report, Part I Revisions <input type="checkbox"/> City Analysis Report, Part II (Final)