

Syllabus

Urban Studies 150

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

Fall 2022

Bolton 294

Instructor Info:

- Dr. Jamie Harris
- Office Hours: R: 3:00-4:00 or by appt. (Please let me know by email if you plan to stop by)
- 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. 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 neighborhood/community actions have all served, in different ways and at different times, to structure inequality and the marginalization 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 century. This semester there will be a particular focus on housing, community development, and environmental justice.

The City of Milwaukee provides an excellent opportunity to experience the cross-cultural mosaic of urban life, and to witness community relationships and social change up close, as they are made and experienced by individuals and communities. To gain competency in cross-cultural learning then, each student in the course will be required to complete a Service Learning component. This will involve a commitment of 20 logged Service Learning hours (not including orientation) over the semester in a placement coordinated by the UWM Center for Community-based Learning, Leadership and Research. Participation in a community setting will allow each student to experience directly how different social actors, communities, and neighborhoods work in different ways to define and remake the urban environment. Work in a community placement enhances understanding of the issues explored in the classroom, and our ability to put theory into practice regarding the social and cultural history of the city and its built environment. Note: To accommodate the extra time required for service learning, three

class periods will be moved online, and two additional weeks of class will not include any readings.

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 as well as different community professionals and residents
- 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, 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 (25% 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.

Service Learning Project (40% of Grade)

Introduction and Objectives: One of the primary assignments for the semester is a **community-based service learning project**. The project is worth 150 points or 35% of your overall grade in the course. The purposes of the project are: **1) for students to learn about the ways organizations and community actors address racial and ethnic inequality, and promote neighborhood/community development and sustainable development practices/environmental justice; 2) to help meet the needs of agencies working to improve the lives of Milwaukee residents and their communities; 3) to more fully integrate the service learning with the course; 4) to work collaboratively with your classmates; 5) to create a document about your experience that can be shared. Students will base their final project on their 20 hours of service learning with a community agency.** Students will do both individual and group work as part of the assignment. The group portion will involve creating a presentation about your service learning that be will presented to the class during the last period. Groups will be organized by service learning sites that are made up of 2 or 4 students. All materials except the time sheet should be uploaded to the appropriate assignment on Canvas.

Service Learning Sites:

- 5 Points Neighborhood Association (Capitol & Port Wash/North Side)
- Burleigh Street Community Development Organization (Sherman Park/West Side)
- Kinship Urban Farm (Capitol & Port Wash/North Side)
- City of Milwaukee Department of City Development (Downtown)
- International Institute of WI (Downtown)
- Hope House/Friedans Food Pantry (Near South Side)
- International Learning Program (West Side)
- Peace Learning Center (Riverwest)

Weekly Reading Commentary (15%) 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. Small group work will consist of work completed during class,

Distribution of Course Grades

- 25% Quizzes
- 40% Service Learning Course Project (group and individual components)
- 15% Weekly Reading Commentaries
- 20% 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 in their studies or approximately 9-10 hours per week (including reading, lectures/class time, completing assignments, studying for quizzes, etc). Roughly, this breaks down to:

- 45-50 hours reading
- 15 hours studying for and taking quizzes
- 35 hours participating in lecture
- 20-25 hours working on written assignments and presentations (commentaries + group and individual project)
- 25 hours service learning work and commuting to site

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

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 announced in class and posted on the announcement page.

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](#)

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	9/8	This class period/week is ONLINE Introduction to course	The first class session will <u>NOT</u> meet in person. Materials are posted online this week.
2	9/15	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	9/22	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	9/29	History of U.S. Public Housing Journal Entries #1 due	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	10/6	*Class this week is online 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	10/13	Segregation and Racial Inequality Journal Entries #2-3 due	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	10/20	Eviction and Housing Insecurity	<p>Desmond, M. 2016. Prologue, and chap. 1-3, in <i>Evicted: Poverty and profit in the American city</i> (pp.1-43);</p> <p>Desmond, M. (2015). "Unaffordable America: Poverty, housing, and eviction." <i>Fast Focus</i>. Institute for Research on Poverty, No. 22-2015, pp 1-6.</p> <p>Desmond, M. (2021). "The moratorium saved us, it really did." <i>New York Times</i>, pp. 1-2.</p> <p>Causey, J. (2020). "Blueprint to end eviction epidemic," <i>Milwaukee JS</i> (pp. 1-2).</p>
8	10/27	<p>*Class this week is online</p> <p>Gentrification and Urban [Re]development</p>	<p>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);</p> <p>Shaw, D. (2018). "Is gentrification happening in Milwaukee? City moves forward with anti-displacement plan," <i>Shepherd Express</i>, pp. 1-17;</p> <p>City of Milwaukee Anti-Displacement Plan, (2018), (pp 4-8 and 27-28 and skim rest).</p>
9	11/3	Immigration/Colonization, Ethnic Economies, and the City	<p>Portes, A. & Stepick, A. (1993). chapter 6 "How the enclave was built," pp. 123-149, and;</p> <p>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>.</p> <p>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.</p>
10	11/10	<p>*Class this week is online</p> <p>Gendered Cities and Feminist Urbanism</p> <p>LGBTQ Spaces and Sexual Difference and the City</p>	<p>Ockman, J. 1996. <i>The Sex of Architecture</i>, "Mirror Images: Technology, consumption, and the representation of gender in American architecture since WWII," pp. 191-210;</p> <p>Bell, D. & Binnie, J., 2004. "Authenticating queer space: Citizenship, urbanism, and Governance. <i>Urban Studies</i> 41(9): 1807-1820.</p>
11	11/17	State of Milwaukee Summit: Covid and the City	<p>No class materials this week; Meet at UWM Library Conference Center by 4:20pm for Summit.</p> <p>Use this week to complete your service learning hours & submit last journal entries, #4 and #5, if haven't already</p>
12	11/24	Thanksgiving Break	Enjoy Your Break
13	12/1	Sustainable Communities and Environmental Justice	<p>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;</p> <p>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;</p>

			Flavelle, C. (2019). "Climate change threatens world's food supply, United Nations panel warns," <i>New York Times</i> , pp. 1-7.
14	12/8	Group Presentations	