

**University of Wisconsin-Milwaukee**  
**Urban Studies Programs**  
**URBAN STUDIES 250: EXPLORING THE URBAN ENVIRONMENT**  
**Fall 2022, Tuesdays & Thursdays 1:00-2:15 p.m.**

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### **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 15 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 1:00-2:15 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. Students will also be required to facilitate one reading discussion throughout the semester.

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 a student-led lecture, an urban snapshot, and a StoryMap, to be built throughout the semester. Students will also be able to choose between a writing reflection on a public meeting or drafting a letter to a local representative. 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.

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

## Grading Components

<b>Grading Component</b>	<b>Total Points</b>	<b>Percent of Final Grade</b>
<b>Class Citizenship &amp; Participation</b>	20 points	10 percent
<b>Weekly Reading Activities (10)</b>	20 points	10 percent
<b>Book Club</b>	40 points	20 percent
<b>Urban Snapshot</b>	20 points	10 percent
<b>StoryMap Project - Total</b>	100 points	50 percent
<b>Topic Proposal/Bibliography</b>	(10 points)	(5 percent)
<b>Storyboard &amp; Instructor Meeting</b>	(20 points)	(10 percent)
<b>Draft Presentations</b>	(10 points)	(5 percent)
<b>Final StoryMap</b>	(60 Points)	(30 percent)
<b>Total</b>	200 points	100 percent

**Class Citizenship & Participation (20 points, 10%):** Attendance and participation is mandatory for all lectures. Please see "Class Policies" for more details.

**Weekly Reading Activities (20 points, 10%):** Students will be asked to complete short activities in response to that week's readings. There will be 14 such opportunities throughout the semester, however students will only have to successfully complete 10 of these activities to receive full marks. Each of the ten activities a student completes will be worth two points. Students may choose whichever 10 activities they wish.

**Book Club (40 points, 20%):** As part of a small group, students will facilitate a discussion of one or two chapters from *The Color of Law*. The group of students assigned to facilitate the lecture will summarize, critique, and provide additional context to the reading. The group will lead the class through their interpretations of the readings and lead the class discussion.

**Urban Snapshot (20 points, 10%):** Early in the semester, students will take a walking tour of a small neighborhood or commercial corridor and create an expressive snapshot of the area's built environment. Students will take at least 10 photographs of the area. Students will then use the arcGIS's StoryMap tool to place these photos on a map and will describe what is in these photos as well as the student's impression of the the area they explored.

**StoryMap (100 points, 50%):** Over the course of the semester, you will design and produce an interactive and narrative digital map using the platform ArcGIS StoryMaps. This assignment will be broken into several steps, but the final product will be an argument driven StoryMap that explores the significance of space and geography to your given topic.

### Class Policies

**Class Citizenship & Participation:** Students will be graded on their preparation for and contribution to lecturings, their punctuality when arriving to class, and their "presentness" during each lecture.

*Preparation:* Students are expected to come to each lecture fully prepared, having thoroughly read the assigned readings for that seminar. For each reading, you should keep the following in mind:

- What is the author's main point? What does he/she seek to explain?
- What does the argument not explain? Is this by omission or neglect?
- What is your assessment of the reading? What particular questions were you left with, and why?

*Punctuality:* Students are also expected to come to class on time. Each seminar covers a lot of material and starting late puts the course and everyone in it behind.

*Presentness:* Attendance is mandatory. A roll will be taken in class. However, "presentness" means more than just being in attendance - it also means that students are actively participating throughout each class period. Active participation means:

- Active and respective listening;
- Incisive and well-attuned questioning;
- Offering of judicious and relevant verbal comments that build on the conversation;
- Evident pre-preparation such that comments reflect knowledge gained through readings or other set preparation.

Each student can have one unexplained absence from class without suffering any penalty. Thereafter, each subsequent unexplained absence will result in a reduction in the student's citizenship grade.

**Communication:** I will primarily be communicating with students via email and/or 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 twice-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, review 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. 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, 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 you are unable to attend designated student hours, 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. You the Discussion space to post other questions, comments, etc. related to the class and I encourage other students to answer before I respond. I expect you to have a working knowledge of this platform. If you encounter any issue related to Canvas, please contact UWM Help Desk at (414) 229-4040 for assistance.

### **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.

## **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 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, which was 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:

- UWM recommends that all individuals visiting UWM facilities wear face coverings while indoors.
- UWM recommends getting vaccinated for COVID-19 and getting the most recent booster shot available to you.
- UWM requires that you check daily for COVID-19 symptoms and not come to campus if you are feeling sick. If you are feeling sick, get tested for COVID-19 and quarantine until symptoms subside. Use the CDC Quarantine and Isolation Calculator to determine next steps.
- If you test positive for COVID-19, UWM requires that you self-report at the Dean of Students Reporting Form. Use the CDC Quarantine and Isolation Calculator to determine next steps.

Additional details about student and employee expectations can be found on the UWM COVID19 webpage.

## **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. The numbers below indicate that the minimum number of hours you are likely to spend on each course component:

- 36 hours attending classes
- 36 hours reading course materials
- 10 hours preparing weekly reading activities
- 10 hours preparing urban snapshot
- 10 hours preparing book club discussion
- 42 researching, writing, and preparing StoryMap assignment

## **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](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](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](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, Fall 2022\*

<b>September 5</b>	Last day to withdraw (drop all classes) for the term without charge or for full refund.
<b>September 6</b>	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.
<b>September 9</b>	Deadline for graduation application for undergraduate students. Submit application via PAWS.
<b>September 19</b>	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.
<b>September 20</b>	Deadline for graduation applications for graduate students. Submit applications via PAWS.
<b>October 3</b>	Last day to drop full-term courses without a "W" on record. Tuition and fees apply.
<b>November 13</b>	Last day to drop or withdraw from full-term courses. Tuition and fees apply
<b>November 23-27</b>	Thanksgiving Break. No Classes
<b>December 14</b>	Last day of classes
<b>December 15</b>	Study day
<b>December 16, 17, 19-23</b>	Final Exams. No final exams on December 18.
<b>December 18</b>	Graduation ceremony.
<b>December 23</b>	Last day of the term. Date of degree conferral for graduating students.
<b>January 3, 2023</b>	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

<b>Unit 1:</b>	<b>The Making &amp; Unmaking of the American Urban Form</b>
<b>Week 1</b>	<b>Introduction to the Course &amp; Cities</b>
	<p><b>Tuesday, September 6: Course Introduction</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Fall 2022 Course Syllabus</li> </ul> </li> </ul> <p><b>Thursday, September 8: Conceptualizing the Urban</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Kleniewski, N. (2006). Chapter 1: Examining Urban Issues. <i>Cities, Change and Conflict: A political economy of urban life</i>. (pp. 3-14). Belmont, CA: Thomson/Wadsworth.</li> <li>❑ Wirth, L. (1938). Urbanism as a Way of Life. <i>American Journal of Sociology</i>, 44(1), 1-24. <a href="http://www.jstor.com/stable/2768119">http://www.jstor.com/stable/2768119</a></li> <li>❑ The Atlantic. (2014, September 23). <i>What is a City?</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=AZM3WqDbHic">https://www.youtube.com/watch?v=AZM3WqDbHic</a></li> </ul> </li> <li>❑ <b>Assignments:</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 1</li> </ul> </li> </ul>
<b>Week 2</b>	<b>Urban Form &amp; Design</b>
	<p><b>Tuesday, September 13: Urban Form</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Lynch, K. (1960). Chapter III: The City Image and its Elements. <i>The Image of the City</i>. (pp. 46-49). Cambridge, MA: Technology Press.</li> <li>❑ Ewing, R. &amp; Hamidi, S. (2014). Measuring Sprawl 2014. <i>Smart Growth America</i>. (pp. iv-10).</li> <li>❑ Amos, D. (City Beautiful). (2017, June 19). <i>Urban Sprawl: Which U.S. City Sprawls the Most?</i> [Video]. YouTube. <a href="https://youtu.be/t54iKae1SiY">https://youtu.be/t54iKae1SiY</a></li> </ul> </li> </ul> <p><b>Thursday, September 15: Architecture &amp; Urban Design</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Knox, P. &amp; McCarthy, L. (2012). Chapter 13: The City As Text: Architecture &amp; Urban Design. <i>Urbanization: An introduction to urban geography</i>. (pp. 323-345). Boston, MA: Pearson.</li> <li>❑ Communities By Design. (2016, April 29). <i>What is Urban Design? David Lewis Explains</i>. [Video]. YouTube. <a href="https://www.youtube.com/watch?v=LfAJNuG4frU">https://www.youtube.com/watch?v=LfAJNuG4frU</a></li> <li>❑ NYC Department of Urban Planning. (2021, September 15). <i>What is Urban Design?</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=3NGTR2V43pw&amp;t=88s">https://www.youtube.com/watch?v=3NGTR2V43pw&amp;t=88s</a></li> </ul> </li> <li>❑ <b>Assignments</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 2</li> </ul> </li> </ul>





<b>Week 3</b>	<b>History of Urbanization</b>
	<p><b>Tuesday, September 20: Global History of Urbanization</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Kleniewski, N. (2006). Chapter 3: Cities in World History. <i>Cities, Change and Conflict: A political economy of urban life</i>. (pp. 51-73) . Belmont, CA: Thomson/Wadsworth.</li> <li>❑ Galka, M. (Max). (2016, June 15). <i>The History of Urbanization 3700 BC - 2000 AD</i>. [Video]. YouTube. <a href="https://youtu.be/yKJYXujJ7sU">https://youtu.be/yKJYXujJ7sU</a></li> </ul> </li> </ul> <p><b>Thursday, September 22: Urbanization of the United States</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Kleniewski, N. (2006). Chapter 4: Urban Development of the United States. <i>Cities, Change and Conflict: A political economy of urban life</i>. (pp. 74-98) . Belmont, CA: Thomson/Wadsworth.</li> <li>❑ Amos, D. (City Beautiful). (2019, March 7). <i>A Brief History of U.S. City Planning</i>. [Video]. YouTube. <a href="https://youtu.be/2Q5bICcek6s">https://youtu.be/2Q5bICcek6s</a></li> </ul> </li> <li>❑ <b>Assignments</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 3</li> </ul> </li> </ul>
<b>Week 4</b>	<b>Transportation</b>
	<p><b>Tuesday, September 27: Mass Transit</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Joseph Stromberg. 2016. "<u><a href="#">Highways gutted American cities. So why did they build them?</a></u>" Vox.</li> <li>❑ <b>PODCAST:</b> The Daily. 2021. "<u><a href="#">Righting the Historical Wrong of the Claiborne Highway</a></u>." The New York Times. (28:41)</li> <li>❑ <b>VIDEO:</b> Vox. 2021. "<u><a href="#">How highways make traffic worse</a></u>." (6:05)</li> </ul> </li> </ul> <p><b>Thursday, September 29: Automobiles &amp; Freeways</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Joseph Stromberg. 2016. "<u><a href="#">Highways gutted American cities. So why did they build them?</a></u>" Vox.</li> <li>❑ <b>PODCAST:</b> The Daily. 2021. "<u><a href="#">Righting the Historical Wrong of the Claiborne Highway</a></u>." The New York Times. (28:41)</li> <li>❑ <b>VIDEO:</b> Vox. 2021. "<u><a href="#">How highways make traffic worse</a></u>." (6:05)</li> </ul> </li> <li>❑ <b>Assignments</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 4</li> </ul> </li> </ul>
<b>Week 5</b>	<b>The Public Realm</b>
	<p><b>Tuesday, October 4: The Value of Public Space</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ J. Jacobs. 1961. "Chapter 3: The uses of sidewalks: contact." in <i>The Death and Life of Great American Cities</i>. 55-73.</li> <li>❑ <b>VIDEO:</b> Project for Public Spaces. 2018. "<u><a href="#">Measuring Magic</a></u> —</li> </ul> </li> </ul>

	<p><u>Improvisation.</u>"</p> <ul style="list-style-type: none"> <li>❑ <b>VIDEO:</b> Project for Public Spaces. 2018. "<u>Measuring Magic — Comfort.</u>"</li> <li>❑ <b>VIDEO:</b> Project for Public Spaces. 2018. "<u>Measuring Magic — Affection.</u>"</li> </ul> <p><b>Thursday, October 6: Threats to Public Space</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ TBD</li> </ul> </li> <li>❑ <b>Assignments:</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 5</li> </ul> </li> </ul>
<b>Unit 2:</b>	<b>The Unequal American City</b>
<b>Week 6</b>	<b>Researching the Urban/Urban Theory</b>
	<p><b>Tuesday, October 11: AGSL Library Visit - StoryMaps</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ TBD</li> </ul> </li> </ul> <p><b>Thursday, October 13: Urban Ecology</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ N. Kleniewski. 2006. "Chapter 2: Theoretical Perspectives on the City" in <i>Cities, Change &amp; Conflict</i>. 21-45.</li> <li>❑ <b>VIDEO:</b> City Beautiful. 2019. "<u>Are cities like organisms?</u> (9:27)</li> </ul> </li> <li>❑ <b>Assignments:</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 6</li> <li>❑ StoryMap Proposal &amp; Bibliography</li> </ul> </li> </ul>
<b>Week 7</b>	<b>Urban Theory/Researching the Urban</b>
	<p><b>Tuesday, October 18: Urban Political Economy</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ N. Kleniewski. 2006. "Chapter 2: Theoretical Perspectives on the City" in <i>Cities, Change &amp; Conflict</i>. 21-45.</li> </ul> </li> </ul> <p><b>Thursday, October 20: Computer Lab Visit</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ TBD</li> </ul> </li> <li>❑ <b>Assignments</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 7</li> </ul> </li> </ul>
<b>Week 8</b>	<b>Politics &amp; Planning</b>
	<p><b>Tuesday, October 25: Local Government &amp; Power</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ N. Kleniewski. 2006. "Chapter 13: Local Government and</li> </ul> </li> </ul>

	<p>Finances.” in <i>Cities, Change and Conflict</i>. 285-309.</p> <ul style="list-style-type: none"> <li>❑ R. Rothstein. 2017. <i>The Color of Law</i>. "Preface." vii-xvii.</li> <li>❑ R. Rothstein. 2017. <i>The Color of Law</i>. "Chapter 1: If San Francisco, Then Everywhere?". 3-14.</li> <li>❑ <b>VIDEO:</b> Bridgetown Abridged. 2017. "<u>The Levels of Local Government.</u>" (5:37)</li> </ul> <p>❑ <b>Assignments:</b></p> <ul style="list-style-type: none"> <li>❑ Storyboards &amp; Instructor Meeting (if scheduled)</li> </ul> <p><b>Thursday, October 27: Urban Planning</b></p> <p>❑ <b>Readings:</b></p> <ul style="list-style-type: none"> <li>❑ Kleniewski, N. (2006). Chapter 16: Planning for the Future of Cities. <i>Cities, Change and Conflict: A political economy of urban life</i>. (pp. 357-378) . Belmont, CA: Thomson/Wadsworth.</li> <li>❑ R. Rothstein. 2017. <i>The Color of Law</i>. "Chapter 3: Racial Zoning". 38-57.</li> </ul> <p>❑ <b>Assignments</b></p> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 8</li> <li>❑ Student-Led Book Club (if assigned)</li> <li>❑ Storyboards &amp; Instructor Meeting (if scheduled)</li> </ul>
<b>Week 9</b>	<b>Segregation</b>
	<p><b>Tuesday, November 1: Public Housing &amp; Urban Renewal</b></p> <p>❑ <b>Readings:</b></p> <ul style="list-style-type: none"> <li>❑ R. Rothstein. 2017. "Chapter 2: Public Housing, Black Ghettos." <i>The Color of Law</i>. 17-37.</li> <li>❑ <b>VIDEO:</b> ReasonTV. 2011. "<u>The Tragedy of Urban Renewal: The destruction and survival of a New York City neighborhood.</u>" (6:23)</li> <li>❑ <b>OPTIONAL VIDEO:</b> How to navigate "Mapping Inequality - Redlining in New Deal America" website (6:21)</li> <li>❑ <b>OPTIONAL VIDEO:</b> How to map racial and ethnic spatial distributions using the Census Bureau website (14:02)</li> </ul> <p>❑ <b>Assignments:</b></p> <ul style="list-style-type: none"> <li>❑ Student-Led Book Club (if assigned)</li> <li>❑ Storyboards &amp; Instructor Meeting (if scheduled)</li> </ul> <p><b>Thursday, November 3: Redlining &amp; Suburbanization</b></p> <p>❑ <b>Readings:</b></p> <ul style="list-style-type: none"> <li>❑ R. Rothstein. 2017. "Chapter 4: 'Own Your Own Home.'" <i>The Color of Law</i>. 59-75.</li> <li>❑ <b>VIDEO:</b> The Root. "<u>How Redlining Shaped Black America As We Know It   Unpack That.</u>" 2019. (8:28)</li> </ul> <p>❑ <b>Assignments:</b></p> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 9</li> <li>❑ Student-Led Book Club (if assigned)</li> <li>❑ Storyboards &amp; Instructor Meeting (if scheduled)</li> </ul>

<b>Week 10</b>	<b>Urban Decay</b>
	<p><b>Tuesday, November 8: Deindustrialization</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ <b>VIDEO:</b> Ed Glaeser. 2018. "<u>The Fall of New York.</u>" CitiesX. (11:27)</li> <li>❑ <b>VIDEO:</b> NBC Nightly News. 2018. "<u>How Detroit went from a Booming Metropolis to a Shrinking City.</u>" (19:03)</li> <li>❑ <b>VIDEO:</b> Ed Glaeser. 2018. "<u>The Fall of Detroit.</u>" CitiesX. (7:02)</li> </ul> </li> <li>❑ <b>Assignments:</b> <ul style="list-style-type: none"> <li>❑ Storyboards &amp; Instructor Meeting (if scheduled)</li> </ul> </li> </ul> <p><b>Thursday, November 10: Poverty</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ R. Rothstein. "Chapter 10: Suppressed Incomes" <i>The Color of Law</i>. 153-175.</li> <li>❑ <b>VIDEO:</b> PBS NewsHour. 2014 "<u>Poverty Rates Surge in American Suburbs.</u>" (9:43)</li> </ul> </li> <li>❑ <b>Assignments:</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 10</li> <li>❑ Student-Led Book Club (if assigned)</li> <li>❑ Storyboards &amp; Instructor Meeting (if scheduled)</li> </ul> </li> </ul>
<b>Week 11</b>	<b>Housing Markets</b>
	<p><b>Tuesday, November 15: Housing Discrimination</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ R. Rothstein. 2017. "Chapter 5: Private Agreements, Government Enforcement." <i>The Color of Law</i>. 76-91.</li> <li>❑ R. Rothstein. 2017. "Chapter 6: White Flight." <i>The Color of Law</i>. 93-99.</li> <li>❑ <b>VIDEO:</b> CBS Mornings. 2021. "<u>Racist housing policies had lasting impacts.</u>" (6:37)</li> </ul> </li> <li>❑ <b>Assignment:</b> <ul style="list-style-type: none"> <li>❑ Student-Led Book Club (if assigned)</li> </ul> </li> </ul> <p><b>Thursday, November 17: Affordability</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ National Low Income Housing Coalition. 2021. "The Gap: A Shortage of Affordable Housing." <b>SKIM.</b></li> <li>❑ Emily Badger. 2018. "How 'Not in My Backyard' Became 'Not in My Neighborhood'."</li> <li>❑ <b>VIDEO:</b> Vox. 2021. "<u>How the US made affordable homes illegal.</u>" (9:41)</li> <li>❑ <b>VIDEO:</b> Brookings Institution. 2020. "<u>How can the government make housing more affordable?</u>" (4:29)</li> </ul> </li> <li>❑ <b>Assignments:</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 11</li> </ul> </li> </ul>

<b>Week 12</b>	<b>Policing</b>
	<p><b>Tuesday, November 22: Policing &amp; Place</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ R. Rothstein. (2017). <i>Chapter 9: State-Sanctioned Violence</i>. The Color of Law. (pp. 139-151). New York; London: Liveright Publishing Corporation.</li> <li>❑ A. Fayyad. (2017). The Criminalization of Gentrifying Neighborhoods. <i>The Atlantic</i>. <a href="https://www.theatlantic.com/politics/archive/2017/12/the-criminalization-of-gentrifying-neighborhoods/548837/">https://www.theatlantic.com/politics/archive/2017/12/the-criminalization-of-gentrifying-neighborhoods/548837/</a></li> </ul> </li> <li>❑ <b>Assignments:</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 12</li> <li>❑ Student-Led Book Club (if assigned)</li> </ul> </li> </ul> <p><b>Thursday, November 24: THANKSGIVING</b></p> <ul style="list-style-type: none"> <li>❑ <b>No class, no readings, no assignment! Happy Thanksgiving!</b></li> </ul>
<b>Unit 3:</b>	<b>Remaking the American City</b>
<b>Week 13</b>	<b>Walking &amp; Cycling</b>
	<p><b>Tuesday, November 29: Pedestrian Safety Crisis</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Angie Schmitt. 2020. "<u>Introduction: Outline of an Epidemic</u>"  in <i>Right of Way</i>. 1-15.</li> <li>❑ Angie Schmitt. 2020. "<u>Chapter 2: The Profile of a Victim</u>"  in <i>Right of Way</i>. 33-45.</li> </ul> </li> </ul> <p><b>Thursday, December 1: Ped &amp; Bike Facilities</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ <b>VIDEO:</b> Bloomberg. 2018. "<u>How Amsterdam Became a Bicycle Paradise</u>." (3:57)</li> <li>❑ <b>VIDEO:</b> Kimberly Mas. 2018. "<u>It's Not You. Commuting is bad for your health</u>." Vox. (4:45)</li> <li>❑ <b>VIDEO:</b> Vox. 2021. "<u>The high cost of free parking</u>." (6:42)</li> </ul> </li> <li>❑ <b>Assignments</b> <ul style="list-style-type: none"> <li>❑ Weekly Reading Activity 13</li> </ul> </li> </ul>
<b>Week 14</b>	<b>People Centric-Cities/Presentations</b>
	<p><b>Tuesday, December 6: Cities for People</b></p> <ul style="list-style-type: none"> <li>❑ <b>Readings:</b> <ul style="list-style-type: none"> <li>❑ Joseph Stromberg. 2015. "<u>The real reason American public transportation is such a disaster</u>." Vox.</li> <li>❑ <b>Video:</b> Carlos Waters. 2017. "<u>The real reason the streetcar is making</u></li> </ul> </li> </ul>

	<p style="text-align: center;"><u>a comeback.</u>" Vox. (5:56)</p> <p><b>Thursday, December 8: Presentations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments <ul style="list-style-type: none"> <li><input type="checkbox"/> StoryMap Draft Presentations</li> </ul> </li> </ul>
<b>Week 15</b>	<b>Presentations</b>
	<p><b>Tuesday, December 13: Presentations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments: <ul style="list-style-type: none"> <li><input type="checkbox"/> StoryMap Draft Presentations</li> </ul> </li> </ul>
<b>Finals</b>	
<b>Week 16</b>	<b>December 20: Finals</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assignments: <ul style="list-style-type: none"> <li><input type="checkbox"/> ArcGIS StoryMap Project - Final</li> <li><input type="checkbox"/> Make-Up Work (as approved by Danny)</li> </ul> </li> </ul>