

Urban Studies/Sociology 377 Urbanism and Urbanization
Fall 2023
Wednesday, 2:30-3:45
Lubar N110
Hybrid/Blended Course: Online & Face-to-Face

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

**Office Hours: In-person (Bolton 796), Mondays 2:30-3:30 pm or by virtual appt.
(contact me to set up a time)**

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Course Overview

The purpose of this course is to introduce you to the process of urbanization and the nature of urban society. You will be exposed to a number of theoretical perspectives that relate to the study of urban society, and we will examine a number of substantive urban topics and case studies to account for the changing social and spatial patterns of cities and metropolitan regions, focusing primarily on North American contexts. The first two-thirds of the course will address key topics in the field of urban studies; the last third of the course will focus on four major urban policy areas (housing/economic development, transportation/transit, regionalism/metropolitan governance, and sustainable development). This course will emphasize a close readings of texts, considerable discussion, and student contributions in the way of class presentations and exercises and independent research. While many of the course readings and topics examined in this class are drawn from the subfield of urban sociology, some are also taken from the fields and disciplines of urban studies, urban geography, urban history, urban politics, and urban planning.

Course Goals, Objectives, and Expectations

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

- Identify and characterize processes of urbanization and patterns of urban development and change of metropolitan areas
- Identify and describe the work of early and contemporary scholars and theorists in the field of urban studies and relate the significance of their contributions to the field of urban studies

- Identify and understand the key issues and policy debates in the areas of economic development, housing, transportation, regionalism, and sustainable development, among others

In addition, course assignments are geared to help you:

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

Expectations

As a student in the class, you agree to complete assigned readings on time and be prepared to discuss them in class discussion and to meet assignment deadlines.

As a 3-credit, 300 level/junior standing course, the university expects a time commitment of roughly 9-10 hours per week spent on completing course readings & lectures, reviewing & studying, participating in discussions, and researching & presenting. For a blended/hybrid course, the hours spent outside classroom time are a little higher.

Hybrid/Blended Format

Some of you may be new to a hybrid/blended course format. A hybrid or blended course is a course that includes elements of both an online and a face-to-face course. There are different degrees to which one or the other format/modality is predominant (online or in-person), which define how the course will be experienced. This course is fairly evenly divided between the two formats, with material that you will review and work on online in the first part of the week (in lieu of attending class on Monday), and then meeting Wednesday for an hour and fifteen minutes for in-class activities. Some weeks the online format may be a little more emphasized, though we will never go beyond the once a week, Wednesday class time. This type of course offers some benefits and strengths over a conventional class. One of the pluses of this format is that there is added flexibility for students to complete work online while holding fewer in class meetings; and pedagogically it is considered more beneficial to students as it allows for classroom time to be dedicated to hands-on type work, small group activities, and opportunities to reinforce/go over certain concepts that were presented in the online lecture/readings or to present new information that can be applied to concepts already learned online.

Requirements and Grades

Student performance in this class will be assessed by a variety of evaluation techniques: in-class small group work and class exercises, exams, and reading commentaries. 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 urban society and development and

change, but improved your ability to express yourself orally and in writing, and to apply your learning beyond the classroom.

Weekly Reading Commentary (20% of grade)

Each week everyone will write a brief reading commentary. The point of the reading commentary is to help you interact and engage with the ideas and histories presented in the weekly assigned readings and connect with them personally, and also to help you see how the readings connect with the particular lecture or other class content for that week. In brief, for each week's readings, you will need to select a short passage that you found to be especially meaningful or significant in some way and relate it/apply it to some part of that week's lecture, theory, concepts, as well as at least one other assigned reading. You should also use this space to discuss how you see the assigned readings relating to each other and to the weekly topic as a whole. In addition, you should pose at least one thoughtful question about a reading(s) or something that relates more generally to the readings/topic. All weeks are required, but the lowest score will be dropped.

Small Group Work/Presentations/Class Exercises/Class Participation (30% of grade)

There will be weekly small group exercises in which your class participation will be graded. These will often involve an in-class or out of class activity in which you present to a small group or to the class as a whole or complete an exercise started in class later at home. In other cases it may involve watching a short video or responding to an assigned reading or video and answering a set of questions. These in-class assignments and class presentations and exercises will be turned-in and graded. The point of these kinds of exercises is to draw on your own experiences and knowledge and to facilitate learning in ways that are collaborative and active. Your preparation and class participation are critical for these kinds of exercises to be successful. There will also be a final presentation at the end of the semester. I will provide more information about this assignment shortly.

Midterm Exam (25% of grade) & Final Exam (25% of grade)

There will be a midterm and final exam. I will provide more information about the content of the exam in the weeks leading up to each exam. The exams will be completed in class and involve matching, short answer and short essay, and/or long essay questions.

Distribution of Course Grades

20%	Reading Commentaries
30%	Small Group Activities, Presentations, Class Exercises, and Class Participation
25%	Midterm Exam
25%	Final Exam

Final Grading Scale:

.931-1.00=A; .90-.930=A-; .87-.899=B+; .831-.869=B; .80-.83=B-; .77-.799=C+; .731-.769=C; .70-.73=C-

.67-.699=D+; .631-.669=D; .60-.63=D-

Required Texts:

All assigned readings are posted on the course Canvas site or will be available online in some other format.

Special Accommodations: Be sure to notify me right away if you have an ARC accommodation to take this class.

Changes to syllabus: you are responsible for any changes in this syllabus which are announced in class and posted on Canvas.

Academic Misconduct: Any students found guilty of academic misconduct (e.g. cheating, plagiarism) will be given a grade of "0" on the relevant assignment and disciplined according to the UWM Student Academic Disciplinary Procedures which could entail an "F" in the course or worse (see attached list of "University and Department Policies").

Special note about AI and academic misconduct

The use of Artificial Intelligence (AI) is not allowed in this class. AI use to assist in assignment completion in part (e.g., generating ideas, brainstorming, summarizing information) or in whole (e.g., submitting direct text from an AI source) is considered Academic Misconduct as defined by [UWS Chapter 14](#)[Links to an external site.](#). According to UWS Chapter 14:

"Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of any student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed."

Link to UWM student policies and resources:

<https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

UWM RESOURCES FOR STUDENTS

Any student in need, or students that face challenges that are barriers to their education, are encouraged to contact the Dean of Students (dos@uwm.edu) for support. Support U offers wrap-around holistic support for students, including basic needs, accessing the food pantry, emergency funding, case management, and connecting to resources, etc. Support U is run by the Dean of Students Office. Also see UWM's Mental Health Resources website: <https://uwm.edu/mentalhealth/>

Students are encouraged to take advantage of free one-on-one consultations from The Writing Center: <https://uwm.edu/writing-center/>

For online learners: If the class is online, consider including the following: Students are encouraged to review CETL's tips on how to be a successful online student: <https://uwm.edu/cetl/be-a-successful-online-student/>

More Student Resources: See CETL List of Student Resources: <https://uwm.edu/cetl/resources/student-resources/>

and the Dean of Students List of Student Resources: <https://uwm.edu/studenthandbook/student-resources/>

Wk	Date	Topic	Readings
1	9/6	Introduction	Latham & Layton, Social infrastructure and the public life of cities: Studying urban sociality and public spaces, read pp. 1-10.
2	9/13	Early Cities and N. American Urban Development Patterns	Fishman, R. Urbanity vs. Suburbanity: France and the U.S. , pp. 103-133. In <i>Bourgeois Utopias: Rise and Fall of Suburbia</i> . Jackson, K. The Drive-in Culture of Contemporary America (from <i>The Crabgrass Frontier</i>). In <i>The City Reader</i> , pp.59-68; Bullard, R. Anatomy of Sprawl . In <i>Sprawl City: Race, Politics, and Planning in Atlanta</i> , pp. 1-19.
3	9/20	The Evolution of Urban Sociology and the Field of Urban Studies	Wirth L., Urbanism as a Way of Life . In <i>The City Reader</i> , pp.90-97; McKenzie, R.D. The Ecological Approach to the Study of the Human Community . In <i>The City</i> , pp. 63-79; Dear, M. Los Angeles and The Chicago School: An Invitation for Debate . In <i>the Urban Sociology Reader</i> , pp. 106-116.
4	9/27	Urban Culture: Placemaking, City Publics, and Marketing the City	Greenberg, M. Marketing the City in Crisis . In <i>Consuming the Entrepreneurial City: Image, Memory, Spectacle</i> , pp.19-44; Zuskin, S. Whose Culture, Whose City? In <i>The Urban Sociology Reader</i> (from <i>The Culture of Cities</i>), pp. 281-289; Rodriguez, J. Public Art in Concord . In <i>City vs. Suburb: The Culture Wars in an American Metropolis</i> , pp.105-131.
5	10/4	Urban Crisis, Decline, and Renaissance	Kahn, H. Destroying Detroit (in order to save it) . GQ; Desmond, M. Evicted: Poverty and profit in the American city (prologue, and chapters 1-4, pp.1-52); Zuk et al. Gentrification, Displacement, and the Role of Public Investment , pp. 31-41.
6	10/11	The City and Race/ Ethnicity: Difference, Exclusion & Division	Caldeira, T. Fortified Enclaves: The New Urban Segregation . In <i>The Urban Sociology Reader</i> , pp.327-335; Jones, P. The Struggle for Open Housing . In <i>Selma of the North: Civil Rights Insurgency in the North</i> , pp. 169-209. Portes, A. & Manning, R. The Immigrant Enclave: Theory and Empirical Examples . In <i>The Urban Sociology Reader</i> , pp.154-163.
7	10/18	The City and Capitalism/Globalization: Urban Political Economy and Neoliberal Urbanism	Logan, J. & Molotch, H. The City as Growth Machine . In <i>The City Reader</i> pp. 464-476. Jordan, J. Collective Memory and Locality in Global Cities . In <i>Global Cities: Cinema, Architecture, and Urbanism in a Digital Age</i> , pp. 31-48. Sassen, S. The Urban Impact of Economic Globalization . In <i>The Urban Sociology Reader</i> (From <i>Cities in a World Economy</i>), pp.230-40.
8	10/25	Midterm Exam	
9	11/1	Constructing Community, Civic Democracy, and New Urban Design	Putnam, R. Bowling Alone: America's Declining Social Capital Ross, A. Learning From Celebration . In <i>The Celebration Chronicles: Life, Liberty, and the Pursuit of Property Value in Disney's New Town</i> , pp. 295-325. Kenny, J. Constructing the 'Genuine American City': Neo-traditionalism, New Urbanism, and Neo-liberalism in the Remaking of Downtown Milwaukee . <i>Cultural Geographies</i> 11: 74-98.

10	11/8	Housing and Redevelopment	Rodriguez, J. New Urbanism and Community Protests. In <i>Bootstrap New Urbanism: Design, Race, and Redevelopment in Milwaukee</i> , pp. 135- 157. Peterangelo, J. & Henken, R. Laying the Foundation: An Overview of the City of Milwaukee's Housing Programs and Priorities. Wisconsin Policy Forum, pp. 3-31.
11	11/15	Transit and Transportation Policy	Rast, Joel. Transportation Equity and Access to Jobs , (Center for Economic Development report), pp. 1-33; Milwaukee Dept. of City Development, Equitable Growth Through Transit Oriented Development: A Neighborhood Plan for Historic Dr. Martin Luther King Drive , pp. ii-xix.
12	11/22	Thanksgiving Break	
13	11/29	Regionalism and Metropolitan Governance	Orfield, M. Metropolitics and the Case for Regionalism. In <i>American Metropolitics: The New Suburban Reality</i> , pp. 155-172; Calthorpe, P. Introduction/Living in the Regional World. In <i>The Regional City</i> , pp. 1-30.
14	12/6	Sustainable Development	Campbell, S. Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. <i>Journal of the American Planning Association</i> , 62 (3): 296-310. Beatley, T. Planning for Sustainability in European Cities: A Review of Practices in Leading Cities. In <i>The Sustainability Reader</i> , pp. 1330-339
15	12/13	Class Presentations	
16	12/20	Final Exam	