

RACE, CLASS AND THE JUST CITY:
A SEMINAR & PRACTICUM IN SOCIAL JUSTICE PRACTICE

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University of Wisconsin-Milwaukee

School: Architecture and Urban Planning,

Department: Urban Planning

Course Number: URBPLAN 692-102 & 692G-002

Credits: 3

Day and Time: Thursday, 5:30 pm-8:10 pm

Semester: Spring 2023

Room: AUP 345

OFFICE HRS: Professor Harris- Office, Office Hours, Thursdays 4:30pm to 5:30pm and by Appointment
Professor Morgan-Virtual Office Hours by Appointment

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Course Description and Objectives:

America continues to struggle to reach its democratic ideals, while navigating the paradoxical existence that defines the American experience. America is a cabal of possibilities and challenges. America's past is replete with ill-gotten gains and violent oppression including but not limited to: the dispossession of Native Americans of their land and the genocide of Native American people; 400 years of slavery and its brutality in which men and women of African-descent were considered chattel and exploited for their labor, the legacy of the slavery experience still having impact today; and the subordination of women over many decades in which their rights as citizens and their right to vote was suppressed. More recently, identity politics and growing nationalism in our nation's post Obama-era has advanced a mantra of "making America great again" that in the short term has been promoting immigration policies that are terrorizing and criminalizing individuals of Latino-descent irrespective of their status and birth right. The struggles over the securing of Black lives in America continues as the health and economic ravages of COVID-19 brutalize communities of color, while we collectively witness the murder of George Floyd at the hands of a white Minneapolis police officer in real-time and in public view. Moreover, the January 6, 2021 storming of the US capital by "aggrieved citizens" demanding to take "their country" back premised on false claims of massive election irregularities fomented by the 45th president, gave witness to the fragility of our democracy and the nature of embedded white privilege in our too often uncivilized society.

Over eighty percent of America's population resides in urban regions. Urban centers which are often highly segregated by race and income are also often the focal point of poverty, economic decline, and neglect. Major structural changes to the American economy have taken place over a number of decades with devastating economic consequences for urban America. Once major industrial centers, America's post-industrial cities are now mandated to operate in the context of a global economy, which has had tremendous influence on patterns of urban growth and decline. These changes coupled with historic and structural patterns of inequity have given rise to palpable

tensions related to race and class within our urban regions. Planners, architects, community developers and others seeking to navigate the realities of urban space, must appreciate the long-standing historic, sociological, economic and political relationships that define the complex political economy that continues to replicate the uneven distribution of resources and opportunities within the urban region.

The planning discipline has a tradition of progressive engagement within communities, in which issues of democracy, social justice and equity play an integral role in defining the questions that planners ask and the solutions that they pursue. The pursuit of an ever increasingly JUST CITY has occupied the attention of progressive planners. The democratization of urban space, the inclusion of community voices, and the contemplation of economic equality are all central values of progressive planning. While the progressive planning tradition recognizes the possibilities of communities, it is also cognizant of the inherent inequalities generated by a democratic capitalist system in which the economic fortunes of the few exacerbate the growing gap between the haves and have-nots.

This seminar course will have students explore from an urban planning perspective the intricate array of issues contributing to inequality in urban communities. The course will have students reflect on their own developing awareness and/or experiences related to race and class issues. The course will work to equip students with useful strategies, tools and resources that will support the development of the student's equity-building practices. The course will also help students cultivate and construct their own social justice framework that they can use to advance and evaluate their actions as aspiring future progressive planning practitioners and progressive community development professionals seeking to promote racial and economic justice in cities.

Required Books:

- Rothstein, Richard. *Color of Law: The Forgotten History of How Our Government Segregated America*. First edition. New York; London: Liveright Publishing Corporation, a division of W.W. Norton & Company, 2017.
- Chester Hartman (ED). *America's Growing Inequality: The Impact of Poverty and Race*. Lexington Books, 2014
- Packet of Articles and Materials to be Provided

Recommended Reading:

- Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: [Jackson, Tenn.]: New Press; Distributed by Perseus Distribution, 2010.
- Bonilla-Silva, Eduardo. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. Fifth Edition. Lanham: Rowman & Littlefield Publishers, Inc., 2017.
- Edelman, Peter. *Not a Crime to Be Poor: The Criminalization of Poverty in America*. New York: [Jackson, Tenn.]: New Press; Distributed by Perseus Distribution, 2017.

COURSE SCHEDULE:

Class # 1 - January 26th

Course Overview

- Individual introductions and expectations
- Review of course content and requirements
- In Class Video Clip: “**Equity Does Not Happen by Accident**”
Link: <https://www.youtube.com/watch?v=YXVtkdQfZDM>
- Foundational Values for a “*Just City*”- Toni Griffin article, Beyond Black and White, [Just City Essays](#)

CLASS DISCUSSION

Where is America now on the issue of race?

<https://www.youtube.com/watch?v=SbjciJvacXY>

TONI GRIFFIN ARTICLE

Class 2 – February 2nd (CLASS WILL BE VIRTUAL)

The Construction of Race in America and its Present-Day Manifestations

Readings

- Towards a Structural Racism Framework (in America’s Growing Inequality), pgs. 3-8
- The Kerner Commission: Remembering, Forgetting and Truth-Telling (in America’s Growing Inequality), pgs. 186- 190
- Elijah Anderson, White Space Sociology of Race and Ethnicity 2015, Vol. 1(1) 10–21 American Sociological Association 2014
- Implicit Bias, Racial Inequality and Our Multivariate World (in America’s Growing Inequality), pgs. 67-72
- Structural Racism and the Rebuilding of New Orleans (in America’s Growing Inequality), pgs. 16-20
- Department of Justice Report: Ferguson (Read pages 1-15)
http://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson_police_department_report.pdf

Video Clips in Class

- Dr. John Powell, The Invention of Whiteness, [5 minute video]
<https://www.youtube.com/watch?v=Mc8mgnqLoDc>
- Robin DiAngelo, “White Fragility,” The Guardian. [5 minute video],
<https://www.youtube.com/watch?v=YvIO2GU8yTU&feature=youtu.be>
- Robin DiAngelo, Deconstructing White Privilege, [22 minute video]
<https://www.youtube.com/watch?v=DwIx3KQer54>

Class # 3 - February 9th

Understanding Systemic & Institutional Segregation: *History, Public Policy, Practices and Attitudes-PART 1*

Readings

- Richard Rothstein, Color of Law, Chapter 1
- Richard Rothstein, Color of Law, Chapter 2
- Richard Rothstein, Color of Law, Chapter 3
- Richard Rothstein, Color of Law, Chapter 4

Audio Clip in Class

- Why Lessons From The Kerner Commission Continue To Resonate - Kerner Commission Story [11 minute audio], <https://www.wbur.org/hereandnow/2017/07/25/lessons-kerner-commission>

Tool

- Re-Introduction of Race Forward Equity Assessment Tool

ASSIGNMENT DUE: RACE, CLASS & INEQUALITY AWARENESS EXERCISE
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CLASS DISCUSSION

Class # 4 - February 16th

Understanding Systemic & Institutional Racism: *History, Public Policy, Practices and Attitudes-* *PART 2*

Readings

- Richard Rothstein, Color of Law, Chapter 5
- Richard Rothstein, Color of Law, Chapter 6
- Richard Rothstein, Color of Law, Chapter 7
- Richard Rothstein, Color of Law, Chapter 8

Audio Clip in Class

- Historian Says Don't 'Sanitize' How Our Government Created Ghettos [35 minute video], - [Government Created the Ghetto](https://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos) (https://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos)

Class # 5 - February 23rd

Understanding Systemic & Institutional Racism: *History, Public Policy, Practices, and Attitudes-* *PART 3*

Readings

- Richard Rothstein, Color of Law, Chapter 9
- Richard Rothstein, Color of Law, Chapter 10
- Richard Rothstein, Color of Law, Chapter 11
- Richard Rothstein, Color of Law, Chapter 12

Video Clip View in Class

- *Segregation by Design*: <https://www.segregatedbydesign.com/>

*** EQUITY ASSESSMENT PROJECT STATEMENT***

Class # 6 - March 2nd

Class and Economic Inequality

Readings

- Saving Horatio Alger: Equality, Opportunity and the American Dream- [Horatio Alger Myth- \(http://csweb.brookings.edu/content/research/essays/2014/saving-horatio-alger.html#\)](http://csweb.brookings.edu/content/research/essays/2014/saving-horatio-alger.html#)
- Race vis-a-vis Class in the US (in America's Growing Inequality), pgs. 21-24
- More Than Just Race: Being Black and Poor in the Inner City, (in America's Growing Inequality), pgs. 25-31
- The Missing Class: Near Poor (in America's Growing Inequality), pgs. 90-97
- Tensions Among Minority Groups (in America's Growing Inequality), pgs. 32-40

Video Clip View in Class

- Understanding Social Mobility [4 minute video], - [Harder to Reach the Top \(https://www.youtube.com/watch?time_continue=4&v=t2XFh_tD2RA\)](https://www.youtube.com/watch?time_continue=4&v=t2XFh_tD2RA)

View outside of Class [1 hour 24 minute video],

- [Two American Families and the Myth of the Modern Middle Class \(http://www.pbs.org/wgbh/pages/frontline/two-american-families/\)](http://www.pbs.org/wgbh/pages/frontline/two-american-families/)

Stats on Inequality

- <https://www.pewresearch.org/social-trends/2020/01/09/trends-in-income-and-wealth-inequality/>

Exercise

****Watch "Two American Families" Video on your own. Prior to coming to class provide three Critical Observations as to how the economic transformations highlighted in the video affected the lives of the families similarly and differently and why? Develop a written presentation of your observations along with your explanations of your observation. Class discussion about student observations will take place.***

Class # 7 - March 9th

Outreaching to & Engaging Vulnerable Communities

Tools and Frameworks

- Stages of Group Development (1 pager and PowerPoint)
- Maslow Hierarchy of Needs (1 pager graphic)
- Principles of Public Outreach (3 pager)
- IAP2 Spectrum of Participation (1 pager table)
- Pyramid-Ambivalence to Commitment (1 pager graphic)

Engaging Vulnerable Communities and Examining Community Assets

Tools and Frameworks

- ABCD Asset-based Community Development (4 pager)
- Community-Building Principles and Action Steps (5 pager)

Exercise

Outreach Plan Development Simulation-KEY QUESTION: How do you get a diversity set of community members to fill the room related to whatever planning initiative you seek to advance.

Class # 8 - March 16th

American Segregation and the Case of the TWIN CITIES

- JIM CROW OF THE NORTH
 - <https://illinois.pbslearningmedia.org/resource/jim-crow-of-the-north-video/minnesota-history-and-culture/>

*** EQUITY ASSESSMENT INDIVIDUAL PROJECT OUTLINE DUE***

Spring Break March 19th to March 26th

Class #9 - March 30th

Fair Housing, Social Justice and Planning Advocacy

Guest Expert

- Ms. Kori Schneider-Peragine, Senior Administrator of Community and Economic Development Program, Metropolitan Milwaukee Fair Housing Council

Reading

- How States Can Affirmatively Further Fair Housing: Key Leverage Points and Best Practices, Report by the Poverty & Race Research Action Council

Class # 10 - April 6th

STUDENT LEAD DISCUSSION AND PRESENTATIONS ON AN ARTICLE, DOCUMENT, CURRENT EVENT OF INTEREST AND HAVING IMPLICATIONS FOR A JUST CITY.

Instructors Critiques of Equity Assessment Project 2nd Draft of Outline

Class # 11 - April 13th

Equity Practice Considerations in Development and Planning

Readings

- Carlton C. Eley, Planning for Equitable Development: Social Equity by Design, APA Magazine, March/April 2017, pgs. 1-11
- The Competitive Advantage of Racial Equity
https://www.policylink.org/sites/default/files/The%20Competitive%20Advantage%20of%20Racial%20Equity-final_0.pdf
- All-In Cities: Building an Equitable Economy from the Ground Up
<https://www.policylink.org/aic-building-an-equitable-economy-from-the-ground-up>

Video In Class

- **Case Study of Planner's Role**
<https://www.youtube.com/watch?v=Ka5eDMv0W4g&list=UUvqWCr2888S3boRqcOCc0HA>

Tool

- [PolicyLink Equity Atlas \(http://nationalequityatlas.org/\)](http://nationalequityatlas.org/)

Class # 12 - April 20th

STUDENT LEAD DISCUSSION AND PRESENTATIONS ON AN ARTICLE, DOCUMENT, CURRENT EVENT OF INTEREST AND HAVING IMPLICATIONS FOR A JUST CITY.

Class # 13 - April 27th

INSTRUCTORS CRITIQUE OF FINAL DRAFT OF PRESENTATION

Class # 14 - May 4th

PRESENTATION OF EQUITY ASSESSMENT PROJECT

Class # 15 - May 11th

PRESENTATION OF EQUITY ASSESSMENT PROJECT

STUDENT EVALUATION:

Students will be evaluated based on their performance on the following:

1) RACE, CLASS AND INEQUALITY AWARENESS EXERCISE

Understanding and reflecting on our own frames of reference and experiences with issues related to racial and/or economic inequity allows us to better interpret how our perceptions and experience shape our views as individuals and as prospective professionals. To that end, I would like your written response to the following four questions.

- 1) When in your life did you become aware of the issues of race and economic inequality?
 - a) Under what set of circumstances or what specific experience or set of experiences brought the issue of racial and/or economic inequality into your consciousness?
 - b) How did you, or did you, grapple with your recognition of racial and/or economic inequality in your daily life?
 - c) How comfortable are you in engaging in discussions about racial and economic inequality and what makes you most uncomfortable about those engagements or potential engagements?

Once you have pondered these questions, please write a 1000-word essay that responds to all the questions. Be prepared to participate in a discussion about your early understanding of race and class inequity.

2) Students will be required to prepare select readings from assigned, books, articles, various text, and other reading materials and lead a discussion on their selected readings utilizing a PowerPoint presentation to organize the main ideas of the readings, as well as capture the presenter's analysis and thoughts about the readings. *The Reading presentation should be only 15 minutes in length.* A summary of the reading presentation will be submitted to the professors in the form of a PowerPoint presentation. The week the reading is scheduled the student will present the reading presentation to the class. The presentations should not only be a summary of the author's main points but present some evaluation or assessment of the reading and identify themes related to class discussions. After the presentation the group presenting will have an opportunity to respond to other students' questions or comments about the reading.

Graduate students will be required to do 5 individual selected Reading presentation PowerPoints and Undergraduates will be required to do 3 individual Reading Presentation PowerPoints.

Presentation should have 3 components:

- 1) Summary of the essential and key points of the article, book, current event, etc.
- 2) Explanation of why the topic is important and/or has bearing on place making and/or community building practice
- 3) Share thoughts and ideas about how what you read will inform your social justice practice and what that practice looks like.

3) **Present and Lead a Discussion on a current event, a topic in the news, or a topic of interest that immediately touches on an issue, a controversy, a practice, or a policy that touches on the issue of JUSTICE IN THE CITY or the promoting of a JUST CITY.**

4) **Equity Assessment Tool Group Project:** The student groups will work on a project deploying the Race Forward Equity Assessment Tool. The group will identify a set of issues or challenges a community of their choosing is experiencing. The groups will utilize the Equity Assessment to examine and build solutions that address those community issues or challenges they identify placing equity at the center of those solutions. The Equity Assessment Project being developed by the Groups will have developmental/milestone activities to assess the group's progress associated with the production of the Equity Assessment Group Project.

5) **Equity Assessment Tool Project-Final PowerPoint and Presentation:** Students will be graded on the quality of effort, the content of the PowerPoint, and the effectiveness of the presentation.

Grading

- 10% - Current Event Presentation Participation
 - 20% - Race, Class, and Inequality Awareness Exercise
 - 20% - Reading Presentations
 - 15% - Detailed Outline of Equity Assessment Project
 - 35% - Final Equity Assessment Project PowerPoint and Presentation
- 100%

STUDENT WORKLOAD EXPECTATION

This class meets once weekly for 2 hours and 40 minutes, for a total of 40 hours of required lecture time. You should expect to have at least 42 hours' worth of readings from various sources over the course of the semester. There are also individual and group assignments which you should expect to require at least 50 hours of your time over the course of the semester. In the aggregate, this class is likely to take 129.3 hours of your time.

COURSE POLICIES

Changes to syllabus: Students are responsible for any changes in this syllabus which are announced.

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.

UNIVERSITY POLICIES REGARDING COURSES & INSTRUCTION

This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, grade appeals and course credit & time spent requirements.

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>
2. Religious observances. Accommodations for absences due to religious observance should be noted. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf>
3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: <http://uwm.edu/active-duty-military/>
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>

4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
<https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf>
5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.
<https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>
6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>.
7. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <https://uwm.edu/deanofstudents/conduct/academic-misconduct/>
8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%205-1.%20Discriminatory%20Conduct%20Policy.pdf>
9. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf>

10. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>
12. Smoke and Tobacco-Free campus. UWM prohibits smoking and the use of tobacco on all campus property. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%2010-8.%20Smoke%20and%20Tobacco-Free%20Campus%20Policy.pdf>
13. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. <https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf>