

SOCIAL JUSTICE, URBAN PLANNING and the
RACIALIZED URBAN AMERICA

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University of Wisconsin-Milwaukee
School: Architecture and Urban Planning,
Department: Urban Planning
Course Number: Urban Planning URBPLAN 350
Credits: 3
Day and Time: Thursday, 2:00pm-4:40pm
Semester: FALL 2019
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Course Description and Objectives:

Often, urban centers are the focal point of poverty, economic decline, and neglect. Over sixty percent of America's population resides in urban areas. About half of this number lives in metropolitan areas possessing more than one million people. Major structural changes to the American economy have taken place within the last few decades with devastating economic outcomes 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 tension related to race and class within our urban regions. Planners, architects, community developers and others seeking to navigate the realities of urban space, must recognize that long-standing historical, sociological, economic and political relationships define a complex political economy that contours, if not limits an array of opportunities in urban communities.

The planning discipline has a tradition of progressive engagement within communities, in which issues of social justice and equity play an integral role in defining the questions that planners ask and the solutions that they pursue. 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.

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, on the one hand steeped in a shameful past that included the disposition of Native Americas of their lands and the genocide of Native American people, 300 years of slavery and its legacy whereby men and women of African-decent were counted as three-fifths of a human-being, and the subordination of women over many decades. On the other hand, America is a nation that elected Barack H. Obama as the first African-American President of the United States. That said, we must remain vigilant and

understand that the symbols of progress must have a substantive grounding in the structural opportunities that are manifested in demonstrations of greater levels of equity and social justice within urban communities.

Our task in this course will be to gain a familiarity with the ideologies, the policies, the populations, and the socio-political and economic pressures that shape the new urban dynamic. Additionally, time will be spent exploring from an urban planning perspective the intricate set of issues that contour the urban landscape. As we examine an array of issues impacting urban communities, we will seek to advance a couple of educational objectives. One objective is to have students begin to construct a social justice framework within which they can assess and evaluate complex urban problems. Secondly, this course will provide students with a historical and conceptual understanding of the political economy of race and class in urban America and inspire students to invoke concepts of social justice and equity in their day-to-day lives and as aspiring future practitioners and/or professionals.

This course satisfies the cultural diversity requirement of UWM's general education requirement because it focuses in on issues related to multicultural existence in urban America. Specifically, the course familiarizes students with the dynamics of race within the context of America's urban political economy. Students will explore through the readings and course materials how public policy, urban planning, and institutional forms of power and privilege shape the course of outcomes within urban space. Through this course students will be made to be more aware and perceptive about how race, class and power shape urban life. Students will have a greater understanding of how these phenomena significantly impact the life chances and opportunity structures of urban communities. Finally, through the optional service-learning component of the course, students may pursue an opportunity to interface at the community level to give context to what they are learning in the classroom. This option if pursued will offer students an opportunity to gain insight into how to work within multicultural communities as collaborators and partners.

Required Texts, Articles and Materials:

Doug Massey, 1993. *American Apartheid: Segregation and the Making of the Underclass* (with Nancy A. Denton), Harvard; 304 pp.

William Goldsmith & Edward Blakely, 2010. *Separate Societies: Poverty and Inequality in U.S. Cities* (Foreword by Former Pres. Bill Clinton) Temple University Press; 264 pp.

Ta-Nehisi Coates, *The Case for Reparations*. The Atlantic, June 2014. "Two hundred fifty years of slavery. Ninety years of Jim Crow. Sixty years of separate but equal. Thirty-five years of racist housing policy. Until we reckon with our compounding moral debts, America will never be whole."
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

Department of Justice Report: Ferguson
<http://www.justice.gov/sites/default/files/opa/press->

[releases/attachments/2015/03/04/ferguson_police_department_report.pdf](https://www.fergusonreport.com/releases/attachments/2015/03/04/ferguson_police_department_report.pdf)

The False Promise of Black Political Representation

<https://www.google.com/#q=The+False+Promise+of+Black+Political+Representation>

Course Schedule:

Class # 1 & 2- September 5th and September 12th

Introductions

Review of Course Requirements

Review of Course Content and Expectations

A Discourse about Race

During the 2008 presidential campaign, I served on the national committee, called the Metropolitan and Urban Policy Committee for now President Barack Obama. The committee's role was to develop various policy papers in support of the campaign's urban policy agenda/platform. During the course of the campaign the issue of race emerged prominent, given the prospect of the first African-American President. Then candidate Barack Obama delivered a speech entitled "A More Perfect Union." This speech delivered by Barack Obama sought to articulate for the American public his views on race and the historic and social-political context from which his opinions are drawn. Please view the speech in its entirety by clicking on the following link: [A MORE PERFECT UNION](#) & [TRANSCRIPT AND AUDIO ONLY](#).

CONTRASTING POINTS OF ON RACE

- Dr. John Powell, The Invention of Whiteness,
<https://www.youtube.com/watch?v=bOYzr3mupbk&feature=youtu.be>
- Robin DiAngelo, Deconstructing White Privilege
<https://www.youtube.com/watch?v=DwIx3KQer54>

See: PART ONE - A Discourse about Race Exercise on page 7 of the Syllabus **PART ONE-DISCOURSE ABOUT RACE EXERCISE WRITE-UP DUE September 19th**

Class # 3-September 19th

- **America's Beginnings and A Dialogue about the Legacy of American Slavery**
Slavery by Another Name : <http://video.pbs.org/video/2176766758/>

READINGS

- American Apartheid, Chapter 1
- Separate Societies, Chapter 1

PART ONE-DISCOURSE ABOUT RACE EXERCISE WRITE-UP DUE

Class # 4 & 5 – September 26th and October 3rd

- **The Paradox of American Democracy**
Video Showing: Eyes On the Prize: America's Civil Rights Years 1954 to 1965
- **The Making of the Ghetto: Government's Role**
<http://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos>

READINGS

- American Apartheid, Chapter 2
- Separate Societies, Chapter 2
- [Urban Spaces and the Mattering of Black Lives](#), Darnell Moore
- [Defining the Just City Beyond Black and White](#), Toni L. Griffin

Paper Topic Statements Due

Class # 6 –October 10th

The Persistent Legacy of Racism-Its Manifestations

- **CNN SPECIAL - BLACK OR WHITE: KIDS ON RACE**
<http://ac360.blogs.cnn.com/2010/05/17/ac360-series-doll-study-research/>

- **Michelle Alexander on the Trayvon Martin Case and Pervasive Nature of Race**
http://www.democracynow.org/2013/7/17/michelle_alexander_zimmerman_mindset_endanger_s_young
- Comedic Social Commentary HBO: John Oliver: On Ferguson, MO Mike Brown and Police Militarization <https://www.youtube.com/watch?v=KUdHIatS36A>
- **Black Lives Matter**
<http://www.cnn.com/videos/us/2017/08/20/kat-graham-acosta-intv-nr.cnn/video/playlists/the-black-lives-matter-movement/>

READINGS

American Apartheid, Chapter 3

Separate Societies, Chapter 3

Get-Up, Stand Up: <http://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/>

Class # 7 & 8– October 17th and October 24th

Overview Class and Economic Inequality

- **Class**

<http://www.businessinsider.com/15-charts-about-wealth-and-inequality-in-america-2010-4#if-youarent-in-the-top-1-then-youre-getting-a-bum-deal-15#ixzz1F8xzSWHH>

<http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph>

- **Brookings Institute Study On Economic Inequality**

http://www.brookings.edu/research/essays/2014/saving-horatio-alger?cid=GS_Essays_GS-MobilityEssay-US_48594924739&utm_medium=BPIAds&utm_source=Google&utm_campaign=GS-MobilityEssay-US&utm_content=48594924739&utm_term=Wealth%20gaps&gclid=CjwKEAju1ZWgBRD-n6ew0oan1xwSJABAbf8pAx2s23apqnl8vF_FwhVzJ8AgYZLOzd-uOii_5p42ehoCmffw_wcB#

- **Oliver Comedic Social Commentary on HBO Inequality**

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

- **Occupy Wall Street**

<https://www.youtube.com/watch?v=7bkM7AiOrqo>

- **Two American Families and the Myth of the Modern Middle Class**

<http://www.pbs.org/wgbh/pages/frontline/two-american-families/>

READINGS

- American Apartheid, Chapter 4
- Separate Societies, Chapter 4
- [The Case for All-In Cities](#), Angela Glover Blackwell
- [The Long Ride](#), Scot T. Spencer
- [Public Imagination, Citizenship and an Urgent Call for Justice](#), Teddy Cruz and Fonna Forman
- [Justice that Serves People, Not Institutions](#), Mirna D. Goransky

Detailed Paper Outlines Dues

Class # 9 – October 31st

Ethics, Equity and Social Justice Roles and Implications of Planners

- **Planner's Role**

<https://www.youtube.com/watch?v=Ka5eDMv0W4g&list=UUvqWCr2888S3boRqcOCc0HA>

- **More on Application and Practice: The Gentrification of Milwaukee**

<https://soundcloud.com/journal-broadcast-group/kirk-harris-gentrification>

READINGS

- American Apartheid, Chapter 5
- Separate Societies, Chapter 5

Class # 10 & 11 – November 7th and November 14th

Institutional Forms of Marginalization: Institutional Racism and Classism

➤ **Local and Regional**

Video Showing: ABC NIGHTLINE-5/22 –Planning and Institutional Racism

➤ **Department of Justice Report: Ferguson**

http://www.democracynow.org/2015/3/4/michelle_alexander_ferguson_shows_why_criminal

➤ **The 12 key highlights from the DOJ’s scathing Ferguson report**

<http://www.washingtonpost.com/news/post-nation/wp/2015/03/04/the-12-key-highlights-from-the-dojs-scathing-ferguson-report/>

READINGS

- American Apartheid, Chapter 6
- American Apartheid, Chapter 7
- DOJ Report on Ferguson

Class # 12–November 21th

Community Struggles for Power, Place and the Politics of Change

- Video Showing: Troubled the Waters

READINGS

- American Apartheid, Chapter 8
- The Case for Reparations, pages 1-22 (stop at the IV- “Ills That Slavery Frees Us From”)
- The Case for Reparations, pages 22-55 (start from the IV- “Ills That Slavery Frees Us From”)
- The False Promise of Black Political Representation
<https://www.google.com/#q=The+False+Promise+of+Black+Political+Representation>

Thanksgiving Break November 27th to December 1st

Class # 13 & 14 –December 5th and December 12th

GROUP RESEARCH PRESENTATIONS

Papers Due

Final Papers Due: December 12th for 12/5 Presentation Groups and December 19th for 12/12 Presentation Groups

STUDENT EVALUATION:

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

1) A Discourse about Race Exercise

PART ONE:

Once you have listened to the speech, I would like you to ask yourself three questions.

- 1) What were the key elements of the framing of race in American society as identified by Obama in his speech?
- 2) How would you describe Obama's view of race in America based on the speech?
- 3) Are there any issues within the context of the speech that you particularly resonated with, disagreed with, or didn't understand?

Once you have pondered these questions, please write a short one page essay in response to each of the questions and be prepared to present your responses to the class.

2) Student Groups will be required to prepare select readings from required texts and lead a discussion on their selected readings utilizing a PowerPoint presentation. As a part of this process the student groups will present 2- 4 questions that they believe the reading answers or addresses. The student group will also be required to pose at least two questions to the class that stimulate discussion around their reading. A summary of the reading presentation will be submitted to the professor in the

form of a PowerPoint presentation including the sets of questions required to be built into the presentation. The week the reading is scheduled, the group will present the reading presentation to the class. These reviews/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 student presenting will have an opportunity to respond to other students' questions or comments about the reading.

3) Research Group Project Presentation: Each group will select a topic related to the issue of race, class, or social justice. Each student group will perform research on that topic for the preparation of a formal PowerPoint presentation. The instructor must approve topics chosen. Following each student project presentation there will be a question and answer period.

4) Research Group Project Write-Up: Each group will prepare a typed, double-spaced, 25 page research paper on the topic of their presentation or develop an instructor approved alternative to the paper.

5) Grading

15% - Individual Discourse about Race Exercise-Part 1

30% - Group Reading Presentation

20% - Research Group Project Presentation

35% - Research Group Project Write-Up

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 (see attached list of "University and Department Policies").

UNIVERSITY POLICIES

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 firearms.

UWM Policies Regarding Courses and Instruction

1. *Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>
2. *Religious observances.* Accommodations for absences due to religious observance should be noted. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. *Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.
Students: <http://uwm.edu/active-duty-military/>
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. *Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
5. *Discriminatory conduct.* 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_Discrimina_duct_Policy.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. <http://uwm.edu/academicaffairs/facultystaff/policies/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://www4.uwm.edu/secu/docs/other/S_47_Discrimina_uct_Policy.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. <http://www4.uwm.edu/secu/docs/other/S28.htm>
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/>
11. The final exam requirement, the final exam date requirement, etc. https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf

VARIOUS VIDEO RESOURCES

1. “Challenge To America” PBS – **LIBRARY OWNS 4 DISC SET (Catalog # DVD-4428, DVD-4429, DVD-4430, DVD-4431)**

Disc 1. Old Ways, New Game (58 min.): The program shows the stakes of the global economic competition for individual Americans and for the nation. It also shows how major American companies are faring in their battles with Japanese and German competition.

Disc 2. Heart of the Nation (58 min.): The program explores the central values of Japan, Germany, and the U.S. and focuses on what drives each of these societies.

Disc 3. The Culture of Commerce (58 min.): The program explores the systemic differences between the individualistic capitalism of America and Britain and the communitarian capitalism of Japan and Germany.

Disc 4. Winning Strategies (58 min.): The program shows some of the concrete strategies that American companies, communities, and political leaders are using to recapture America's competitive edge and improve efficiency and productivity.

2. “Black In America” CNN – **LIBRARY OWNS 4 DISC SET (Catalog # DVD-4418, DVD-4419, DVD-4441, DVD-4442)**

This program explores the varied experiences of African American women and families and of African American men. In the Black Woman and Family, Soledad O'Brien explores the varied experiences of black women and families and investigates the disturbing statistics of single parenthood, racial disparities between students and the devastating toll of HIV/AIDS. O'Brien reports on the progress of black women in the workplace and the status of the black middle class. In, the Black Man, CNN investigates the most critical issues and obstacles affecting African-American men today, dispelling myths and taking a hard look at some disturbing statistics.

Today's Pioneers, examines how community organizers across the country are creating progress and improvements locally. From a Chicago barbershop where African-American men are encouraged to seek routine medical check-ups; to Tyler Perry, an actor, director and playwright whose life's journey has led him from homelessness to becoming a powerful filmmaker and television producer; to the Black Marriage Day project which works with couples in 300 cities to help develop strong, healthy families; these are the programs and progress of people working to make a difference. Tomorrow's Leaders, focuses on solutions aimed at developing African-American leaders of tomorrow. Soledad O'Brien reports on programs aimed at creating opportunities for the next generation of youth leadership. Malaak Compton-Rock's Journey for Change for teenagers from inner-city schools, principal Dr. Steve Perry's Capital Preparatory Magnet School and John Rice's Management Leadership for

Tomorrow program are all highlighted for the differences they are making in the lives of young African-Americans.

3. “Smart Growth: The Alternative To Suburban Sprawl” – **HAS BEEN ORDERED**
This video presents examples of new urbanist communities from Massachusetts to Florida. One of the greenest examples of the new urbanism in North America presented in the video is, Prairie Crossing in Illinois, a transit oriented, conservation development wherein nearly three hundred and fifty acres of the six hundred acre development have been restored as native prairie. This development also has a 120 acre vegetable farm which is consistent with one of the principles of the new urbanism. The video contains interviews with leading new urbanist architects, planners and developers.
4. “Voices of Cabrini” – **LIBRARY OWNS (Catalog # VHS-4299)**
In 1995, demolition began at Cabrini Green, one of Chicago's most notorious housing developments. Although infamous for poverty, gangs, drugs and violence, many of the African American residents fought to stay. Filmed from 1995-1999, this experimental film tells the story of how redevelopment is changing the neighborhood.
5. “Made In Brooklyn” – **LIBRARY OWNS (Catalog # VHS-2882)**
Examines the decline of New York City's industrial base as economic policy makers shift their focus to a service based economy. Focuses on the history and current vitality of Brooklyn's manufacturing community. Includes archival footage.
6. “Brooklyn Matters” – **LIBRARY OWNS (Catalog # DVD-2214)**
Exposes how, in one community, powerful real estate interests and politicians collaborate to circumvent local laws, seize private property through eminent domain, and manipulate public participation and racial politics to push forward what could become the densest development in the United States.
7. “Stand: What Do You Stand For?” – **LIBRARY OWNS (Catalog # DVD-4568)**
It was the summer of 2008 in Memphis, the birthplace of the blues. America was commemorating the 40th anniversary of the assassination of Dr. Martin Luther King Jr., against the backdrop of then Senator Barack Obama emerging as the first African American to become the Democratic presidential nominee. As America approached the historic presidential election, the national dialogue and debate intensified about race relations, politics, and the legacy of the civil rights movement. Broadcaster Tavis Smiley dissects this national discourse with ten Black male friends over several days during a special road trip through Memphis and Nashville. While visiting places like the Lorraine Motel, where Dr. King died, and Stax records, credited with laying the roots of southern soul, Smiley and friends explore the diversity and complexity of the Black male experience in America-- past, present, and future. STAND reveals the journey of a

unique group of scholars, musicians, comedians, and social critics as they gather for a rare reflection of brotherhood while confronting their own roles and responsibilities as pioneers of social progress.

8. “A Village Called Versailles” – **LIBRARY OWNS (Catalog # DVD-4585)**

In a New Orleans neighborhood called Versailles, a tight-knit group of Vietnamese Americans overcame obstacles to rebuild after Hurricane Katrina, only to have their homes threatened by a new government-imposed toxic landfill. A Village Called Versailles is the empowering story of how the Versailles people, who have already suffered so much in their lifetime, turn a devastating disaster into a catalyst for change and a chance for a better future.

9. “The Garden” – **LIBRARY OWNS (Catalog # DVD-4077)**

The fourteen-acre community garden at 41st and Alameda in South Central Los Angeles is the largest of its kind in the United States. Started as a form of healing after the devastating L.A. riots in 1992, the South Central Farmers have since created a miracle in one of the country's most blighted neighborhoods. Growing their own food. Feeding their families. Creating a community. But now, bulldozers are poised to level their 14-acre oasis. The Garden is an unflinching look at backroom deals, green politics, racial discord, money, poverty and power.

10. “Trouble the Water” – **LIBRARY OWNS (Catalog # DVD-4048)**

This astonishing powerful documentary takes you inside Hurricane Katrina in a way never seen on screen. Incorporating remarkable home footage shot by Kimberly Rivers Robers-an aspiring rap artist trapped with her husband in the 9th ward-directors/producers Tia Lessin and Carl Deal weave this insider's view of Katrina with a devastating portrait of the hurricane's aftermath. Trouble the Water takes audiences on a journey that is by turns heart-stopping, infuriating, inspiring and empowering. It's not only about the tragedy of Hurricane Katrina, but about the underlying issues that remained when the flood waters receded - failing public schools, record high levels of incarceration, poverty, structural racism and lack of government accountability.

11. “Walkout” – **LIBRARY OWNS (Catalog # DVD-3024)**

“Walkout” is the true story taken place in East Los Angeles in 1968. Lincoln High School honor student Paula Crisostomo, a mentee of Sal Castro, outraged at the shabby treatment afforded Chicano students in the L.A. school system (including habitually lowered expectations, poor facilities, a total absence of bilingual courses or textbooks, and unfairly administered penalties for slight infractions) organizes a mass student walkout at five barrio high schools. Set against the background of the Civil Rights Movement, it's a story of courage and the fight for justice and empowerment.