

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

Professors: Kirk E. Harris
University of Wisconsin-Milwaukee
School: Architecture and Urban Planning,
Department: Urban Planning
Course Number: URBPLAN 692-002
Credits: 3
Day and Time: Thursday, 6:00 pm-8:40 pm
Semester: Spring 2019
Room: AUP 189

OFFICE: Professor Harris-AUP 322, Office Hours, Thursdays 3:00pm to 5:30pm
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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.

Over eighty percent of America's population resides in urban areas. Urban centers that 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 and practicum 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. Finally, the course will offer students an opportunity for applied practice through an all-class group project.

Required Book:

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, 1962-. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. Lanham: Rowman & Littlefield Publishers, Inc., 2014.

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 24th

- Individual introductions and expectations
- Review of course content, requirements and practicum project
- Commentary & group discussion on ethical advancement of the public good, democracy and planning

- a. AICP Code of Ethics and Professional Conduct
- b. PolicyLink Equity Manifesto

Class 2- January 31st

The Public Good, Public Participation and the Planner's Vision for a Just City

Readings

- Harris, K. E. Understanding the Disposition of Urban Planning Students Toward Social Justice and Equity Themes, SAGE Open, July-September 2015: 1–15.
- [Just City Essays](#)

(<https://nextcity.org/features/view/just-city-essays-toni-griffin-theaster-gates-angela-glover-blackwell>)

The Just City Essays: 26 Visions for Urban Equity, Inclusivity and Opportunity is an international response to the persistence of injustice in the world's cities. As troubling headlines from Ferguson, Missouri, to Johannesburg and myriad other cities make clear, dramatic inequalities in income, housing and safety demand a continued search for ideas and solutions.

- Principles of Public Outreach (3 pager)

ASSIGNMENT DUE: RACE, CLASS & INEQUALITY AWARENESS EXERCISE
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Class # 3 & 4-February 7th and 14th

Race and Systemic Racism

History, Policy and Governmental Action

Audio Clip

- Why Lessons From The Kerner Commission Continue To Resonate - [Kerner Commission Story](http://www.wbur.org/hereandnow/2017/07/25/lessons-kerner-commission) (<http://www.wbur.org/hereandnow/2017/07/25/lessons-kerner-commission>)

- Historian Says Don't 'Sanitize' How Our Government Created Ghettos - [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)

Readings

- The Kerner Commission: Remembering, Forgetting and Truth-Telling (in America's Growing Inequality), pgs. 186- 190
- 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/>)

Conceptual Framing

Readings

- Towards a Structural Racism Framework (in America's Growing Inequality), pgs. 3-8
- Implicit Bias, Racial Inequality and Our Multivariate World (in America's Growing Inequality), pgs. 67-72
- Elijah Anderson, White Space Sociology of Race and Ethnicity 2015, Vol. 1(1) 10–21 American Sociological Association 2014

Specific Practices and Cases

Readings

- Department of Justice Report: Ferguson: http://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson_police_department_report.pdf
- Structural Racism and the Rebuilding of New Orleans (in America's Growing Inequality), pgs. 16-20

Class # 5 & 6 February 21st and February 28th

Class and Economic Inequality

Overview

Video Clip

- Understanding Social Mobility - [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)
- [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

- [15 Mind-Blowing Facts About Wealth and Inequality In America](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://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>)
- [It's Inequality Stupid](http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph) –(<http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph>)

Readings

- Saving Horation 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 visa-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

INTRODUCE CLASS PRACTICUM IDEA AND APPROACH
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Class # 7–March 7th

Practicum in Engaging Vulnerable Communities and Community Asset Mapping

Readings

- Mind, Society and Behavior, Chapters 3 and 4, World Bank Report
- Mapping Citizen in the Process of Social Innovation, Report by TEPSIE

Exercise Materials to be Read

- New Paradigm: Asset-Based (2 pager)
- Stages of Group Development (1 pager and PowerPoint)
- Maslow Hierarchy of Needs (1 pager graphic)
- IAP2 Spectrum of Participation (1 pager table)
- Pyramid-Ambivalence to Commitment (1 pager graphic)

Class # 8-March 14th

Readings and Exercise Materials to be Read

- National Coalition for Dialogue and Deliberation NCDD Core Principles for Public Engagement (Report)
- New Paradigm: Asset-Based (2 pager)

Practicum in Engaging Vulnerable Communities and Community Asset Mapping

Readings

- ABCD Asset-based Community Development (4 pager)
- Community-Building Principles and Action Steps (5 pager)
- Introduction to Community Asset Mapping (PowerPoint Presentation)

<p>Spring Break March 17th to March 24th</p>

Class #9-March 28th

OUT OF CLASS Work Day for Project Work

Class # 10-April 4th

Fair Housing, Social Justice and Planning Advocacy

Readings

- Race and Public Housing Revisiting the Federal Role (in America's Growing Inequality), pgs. 320-327
- Integration and Housing Choice: A Dialogue (in America's Growing Inequality), pgs. 328-340
- The Goal of Inclusive, Diverse Communities: Introduction to the Final Report of the National Commission on Fair Housing and Equal Opportunity (in America's Growing Inequality), pgs. 346-350
- Lessons from Mt. Laurel: The Benefits of Affordable Housing for All Concerned (in America's Growing Inequality), pgs. 351-353
- Criminalization of Homelessness (in America's Growing Inequality), pgs. 104-106

Class # 11-April 11th

Equity as a Superior Growth Model for An All-In City

Equity Practice Challenges: Economic Development for Whom?

Video

- “Brooklyn Matters” – **UWM LIBRARY (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.

Reading

- Harris, K. E. Because We Can Doesn't Mean We Should and if We Do: Urban Communities, Social and Economic Justice, and Local Economic-Development-Driven Eminent Domain Practices, *Economic Development Quarterly* 2015, Vol. 29, pgs. 245-261.

Equity Practice Considerations

Video

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

Readings

- [All-In Cities: Building an Equitable Economy from the Ground Up](http://www.policylink.org/sites/default/files/AIC_2016-update_WebOnly.pdf)
[\(http://www.policylink.org/sites/default/files/AIC_2016-update_WebOnly.pdf\)](http://www.policylink.org/sites/default/files/AIC_2016-update_WebOnly.pdf)
- The Opportunity Impact Statement, (in *America's Growing Inequality*), pgs. 205-210
- 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-](http://www.policylink.org/sites/default/files/The%20Competitive%20Advantage%20of%20Racial%20Equity-final.pdf)
[\(http://www.policylink.org/sites/default/files/The%20Competitive%20Advantage%20of%20Racial%20Equity-final.pdf\)](http://www.policylink.org/sites/default/files/The%20Competitive%20Advantage%20of%20Racial%20Equity-final.pdf)

A Powerful Practitioner Tool for Advancing Equity Building

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

Class # 12-April 18th

Social Justice and Equity Issues from the Vantage Point of Various Systems

Readings

Criminal Justice

- Race, Poverty and Incarceration (in America's Growing Inequality), pgs. 399-405
- A Strategy for Disassembling Structural Racism in the Juvenile Justice System (in America's Growing Inequality), pgs. 406-414

Health Disparities

- Understanding Health Impact Assessment: A Tool for Addressing Health Disparities (in America's Growing Inequality), pgs. 370-376

Transportation

- Transportation and Civil Rights (in America's Growing Inequality), pgs. 442-454

Immigration Policy and Community Relations

- National Statement to Support Human and Civil Rights for all Immigrants and to Oppose Compromise Immigration Reform Proposals (in America's Growing Inequality), pgs. 421-425
- 21st-Century Gateways: Immigration in Suburban America (in America's Growing Inequality), pgs. 426-433
- Natural Allies or Irreconcilable Foes? Reflections on African-American/Immigration Relations (in America's Growing Inequality), pgs. 434-441

Class # 13-April 25th

OUT OF CLASS Work Day for Project Work

Class # 14-May 2nd

Environmental Justice Planning Practice Federal Implication

Reading

- 2014 Engagement Streams Guide (Manual)
- Fundamentals of Environmental Justice

Review of Student Presentation

Class # 15-May 9th

PRESENTATION OF PRACTICUM PROJECT

STUDENT EVALUATION:

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

1) RACE, CLASS AND INEQUALITY AWARENESS EXERCISE

Understanding and reflecting 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?
- 2) 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?
- 3) How did you or did you grapple with your recognition of racial and/or economic inequality in your daily life?
- 4) 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 1500-word essay that responds to all of the questions. Be prepared to share in a collective discussion about race and class inequality from your individual perspective.

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. A summary of the reading presentation will be submitted to the professor 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 student presenting will have an opportunity to respond to other students' questions or comments about the reading.

3) Social Justice Practicum Project-Benchmarking Progress: The students will work on a Social Justice Practicum exercise using community engagement practices and community asset building strategies. Students will be assigned duties and responsibilities they will be required to carry-out. The Social Justice Practicum will have required benchmark assignments to assess student progress associated with the development and execution of the project.

4) Social Justice Practicum Project-Final PowerPoint and Presentation: Students will be graded on the quality of effort, content of the PowerPoint and effectiveness of their presentation.

5) Grading

20% - Race, Class and Inequality Exercise

25% - Reading Presentations

25% - Benchmarked Progress on Social Justice Practicum Project

30% - Final Social Justice Practicum Project PowerPoint and Presentation

100%

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

Participation by Students with Disabilities

If you need special accommodations in order to meet any of the requirements of this course, please contact the Student Accessibility Center (SAC) as soon as possible. You can learn more about the SAC at http://www.uwm.edu/Dept/DSAD/SAC/SAC_Info.htm

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance (from UWM Faculty Document #1853 amended). Please let your instructor know about such absences as soon as possible, and preferably before the day(s) missed.

Academic Misconduct

The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. A more detailed description of Student Academic Disciplinary

Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

Complaint Procedures

Students may direct complaints to the Department Chair or the Associate Dean for Social Sciences (College of Letters & Sciences). If the complaint allegedly violates a specific university policy, it may be directed to the Department Chair, the Associate Dean for Social Sciences (College of Letters & Sciences), or to the appropriate university office responsible for enforcing the policy.

Sexual Harassment

Sexual Harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment. A more detailed description of Sexual Harassment Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-36.1 and UWM Faculty Document #1605.

Discrimination Against Students

No student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course, or facility of the [UW] system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status. A more detailed description of the policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-49.7.

OTHER UWM POLICIES THAT AFFECT THE CONDUCT OF A COURSE

Attendance

The Department expects students to attend class regularly, but any specific attendance requirements are established by the instructor and made clear to the class during the first week of class. Students are responsible for getting notes or assignments for any classes they may have missed. Instructors may have additional requirements for exams that may be missed.

Incompletes

You may be given an incomplete if you have carried a course successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond your control, have been unable to take or complete the final examination or to complete some limited amount of course work. An incomplete is not given unless you prove to the instructor that you were prevented from completing the course for just cause as indicated above.

Undergraduates are required to complete a course marked incomplete during the first eight weeks of the next semester (excluding summer sessions). An extension to the end of the semester is possible if extenuating circumstances prevent you from completing the required course work during the first eight weeks. Extensions must be recommended by the instructor and approved by the dean of your school or college. If you do not remove the incomplete during the first eight weeks of the next semester, the report of I will lapse to F. Audits will lapse to U. Credit/No Credit will lapse to No Credit.

A more detailed description of the Incomplete Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-31 and UWM Faculty Documents #1558 and #1602. Also, a description of this policy may be found at www.uwm.edu/ugbulletin/AcademicInfo.html#DD

Final Examinations

All final examinations will be given during the time assigned in the final examination schedule (published in the Schedule of Classes). The time of a final examination for an individual or a class may be changed only with the prior approval of the Dean.

Safety

In some class settings (e.g., classes with labs or field trips), the instructor will present safety guidelines and procedures. These procedures must be followed carefully to insure your safety and the safety of your fellow classmates. Failure to follow safety procedures may result in disciplinary action.

Original Work and Plagiarism

All work in this course should be your own. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work and in the bibliography. Do not copy word for word unless you place the words in quotation marks. Any plagiarism will be dealt with as a serious ethical breach. If you are unsure just ask.

Syllabus links:

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