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CES 645: Modern American Communities

cross listed SOC 645 and URB R PL 645



Spring 2021
Professor Katherine Curtis
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Class mode Online
Class meets T/R 11-12:15p
Office hours R 1-2p, F 9-10a
[sign up [here](#)]

Course Link:
<https://canvas.wisc.edu/courses/240310>

Course description

This course examines trends and issues in contemporary American communities. We focus on communities across the rural-urban gradient, and on the significant role of place in shaping residents' opportunities and wellbeing. This semester, the course centers on three organizing themes: segregation and integration; housing; and police and the carceral state. We critically examine literature drawing on classical and contemporary theories in community and urban sociology, and use this knowledge to generate original empirical research on an American community.

Course learning outcomes

By the end of this course, students will be able to:

- (1) Critically analyze arguments and evidence in scholarly and public-facing materials concerning residential segregation and integration, housing access and choices, and the role of police and prisons within communities
- (2) Formulate an empirical question concerning at least one of the three identified course themes and answer it drawing on course reading materials and data sources
- (3) Communicate ideas and arguments about course themes rooted in theory and evidence through written and audio-visual mediums

Course organization

To accomplish these learning outcomes, I've organized the course according to three thematic areas and the class meetings into two parallel activities. Generally, we will devote the first synchronous class meeting to critically engage with substantive content in the reading materials.

In the second synchronous class meeting, we will explore these themes by interacting with supplementary materials and data sources.

Participation

The quality of our collective experience in this course depends on your participation. Participating means attending class having read the selected material in advance and being able to discuss them thoughtfully in class. I will not assign more reading than can be digested in a week. Each participant is required to lead a discussion. I respect absences to observe religious holidays, to meet medical needs, and to address acts of the universe. Communicate with me as soon as you know you will be absent. I encourage debate based on careful reading of materials and we will work together to cultivate an environment of respect for one another's views.

Course workload

This is a 3-credit course, which equates to 135 hours (1 credit = 45 hours of learning) distributed across the 14-week semester. Ultimately, this means students can expect to devote approximately 9.6 hours of effort to this course each week. Table 1 illustrates the anticipated breakdown of the workload. I expect some variation in the intensity at various points during the semester. However, students can plan on spending a considerable share of their time on reading and writing assignments.

Table 1. Anticipated workload for CES 645, spring 2021

Course activity	Hours per week	Total hours per week @ 14 weeks
Reading content in Canvas	0.5 (30 min)	7
Media - videos, webquest	1	14
Readings - books, articles	3.05 (~3 hrs)	42.60
Reading discussions - panels, q&a	1.25 (1 hr 15 min)	17.50
Research project - group meetings, assignments, presentation	1.75 (1 hr 45 min)	24.50
Writing assignments - journal, responses, discussion points	2.10 (~2 hrs)	29.40
Total hours	9.6	135

Course rhythm

The established course rhythm is intended to help ensure that all students keep pace with the course activities. Table 2 illustrates how students' time will be divided throughout the week. I

expect some variation in the intensity at various points during the semester. I will post any updates to the regular course rhythm on Canvas.

Table 2. Anticipated course rhythm for CES 645, spring 2021

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
9:00A	weekly announcement				
	asynchronous lecture		asynchronous lecture		
11:00A	discussion points due	synchronous discussion	discussion points due	synchronous discussion	weekly journal due
5:00P		content response		content response	
communication via Canvas inbox throughout the week					

Course materials

All course readings are available from the outset of the semester via Canvas. I will make other materials, including webquest details and assignments, available two-weeks in advance of due dates. Details on each week will be communicated on Mondays of the respective week.

Course assignments and grading

All course assignments will be distributed and submitted via Canvas. Table 3 identifies the course assignments with corresponding point values and due dates, and the course grading scale (no curving). Some are individual assignments and others are group assignments. In this course, we will use peer review to enhance student learning and accountability.

Table 3. Course assignments with point value and due dates, and grading scale for CES 645, spring 2021

Assignment	Points	Due
Panel discussions	100	Rotating schedule
Discussion points	100	Mondays @ 11A
Content responses	130	Tuesdays & Thursdays @ 5P
Research progress reports	100	Wednesdays @ 11A
Weekly journal responses	120	Fridays @ 11A
Research poster presentation	100	26 & 28 April @ 11A
Research paper	100	3 May @ 4:45P
Total points	750	

Grading scale		
A	690-750	
A/B	652-689	
B	615-651	
B/C	577-614	
C	540-576	
D	450-539	
F	Below 450	

Late assignments

I will not accept late assignments. Instead, I have built into the grading system accommodations for missed assignments among those that are repeating. Specifically, the lowest grade(s) will be dropped from the final grade for each assignment type, including discussion points (lowest 3), content responses (lowest 2), research progress reports (lowest 2), and weekly journal responses (lowest 2). No grade will be dropped for panel discussions, research posters and presentations, or research papers.

Academic honesty

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

I take [academic honesty](#) seriously. Any participant found to be cheating on course assignments will receive a grade of F and will be reported to the appropriate administration.

Plagiarism

The submitted work, either group or individual, for this class must be original (your own work). [Cite](#) your sources.

Accommodations

I wish to include fully any participants with special needs in this course. The UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The [Americans with Disabilities Act](#) (ADA), Wisconsin State Statute ([36.12](#)), and UW-Madison policy ([Faculty Document 1071](#)) require that students with disabilities be reasonably accommodated in instruction and campus life. Faculty and students share responsibility for reasonable accommodations for students with disabilities. Students should inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as

possible after a disability has been incurred or recognized. I will work either directly with each participant, or in coordination with the [McBurney Center](#), to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under [FERPA](#).

Communicating with me

All course communication with me must be done via Canvas email (if you'd like me to see it!), or through the general course Q & A discussion on the course homepage.

Academic calendar and religious observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

Respect, diversity and inclusion

The substance addressed in this course can give rise to charged discussions. I strongly encourage you to share your thoughts and questions, I expect you to communicate with one another, and I require you to do so respectfully. I will ask those unable to maintain a professional and respectful level of exchange to remove themselves from the discussion.

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We, as members of the UW-Madison community, value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We, as members of the UW-Madison community, commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. We, as members of the UW-Madison community, will uphold these principles in this course.



Course schedule

Table 4 illustrates the course schedule organized by week, showing the topic and readings we will discuss in class. All materials on Canvas are organized by modules that correspond to each week presented in the table. I will post any updates to the course schedule on Canvas.

Table 4. Course schedule organized by week with topic and discussion readings CES 645, spring 2021

Week	Topic	Discussion Readings
1. 26/28 Jan	Orientation/Foundation	Coates; Ruane; and Qureshi
2. 2/4 Feb	Segregation 1	Krysan & Crowder - Part 3 (Ch 7-9)
3. 9/11 Feb	Segregation 2	Krysan & Crowder - Part 4 (Ch 10-11) & Appendix
4. 16/18 Feb	Integration 1	Cheng - Intro & Ch 1; Morin; and Roy

5.	23/25 Feb	Integration 2	Cheng - Ch 4-5, Conclusion & Appendix
6.	2/4 Mar	Housing 1	Besbris - Intro, Ch 1-2
7.	9/11 Mar	Housing 2	Besbris - Ch 3-4 & Appendix A-B
8.	16/18 Mar	Housing 3	Desmond - Ch 1-11
9.	23/25 Mar	Housing 4	Desmond - Ch 12-24 & Epilogue
10.	30 Mar/1 Apr	Policing 1	Balto - Intro, Prologue, & Ch 1-3
11.	6/8 Apr	Policing 2	Balto - Ch 4-7 & Epilogue
12.	12/15 Apr	Prisons 1	Eason - Intro (Ch 1) & Part 1 (Ch 2-5)
13.	20/22 Apr	Prisons 2	Eason - Part 2 (Ch 6-8) & Appendix A-B
14.	27/29 Apr	Research presentations	
3 May @ 4:45P research papers due			



Campus Spaces for Virtual Learning

Dedicated on-campus spaces with high-speed internet are available for students to [reserve](#) for any exam/quiz taken during the semester. Computers can also be requested.

Privacy of student records & the use of audio recorded lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

[Campus guidance on the use of face coverings](#)

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

[Quarantine or isolation due to COVID-19](#)

Students should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.