

URBS 202-01: Discover Louisville (4222)  
Jake Mace

University of Louisville  
Department of Urban & Public Affairs  
Spring 2022

## Part I. The Course

### 1. Who

There are no prerequisites for this course. Completion of URBS 201 prior to enrolling in the course is recommended but not required. Most of the students in this course are urban studies majors, although not all of you will be, and this course is aimed at students interested in planning, public administration & policy, sustainable development, and general urban studies.

The instructor is Jake Mace (he/him/his). I have a background in history & political science and I have an MPA. I'm currently a graduate research assistant in the UPA department and a PhD candidate in urban studies here at UofL. You can reach me by email at [jrmace01@louisville.edu](mailto:jrmace01@louisville.edu) or by phone at 706.836.6530. This is my cell – feel free to text. Feel free to email or text at any time if you need to notify me of anything, to ask me any quick questions, or to request a meeting for something a bit more in depth. I'll also have regular office hours in the Urban & Public Affairs office building in room 233 on Tuesdays and Thursdays from 2:30-3:45.

### 2. Where

University of Louisville, Belknap Campus, Urban & Public Affairs, Room 200.

This class will be held in person – although this may be subject to change as the semester progresses.

### 3. When

Spring 2022, Monday and Wednesday from 2:30-3:45. This constitutes three credit hours.

### 4. What

This course will introduce students to the urban environment of Louisville, KY. In this course, students will develop an understanding of the forces that shape and create the urban environment. We will examine historical moments in Louisville and interrogate the intertwining forces of politics, economics, social struggles, and cultural heritage that shaped the current urban spatial forms we see in the city today. Students will be introduced to the processes that collectively create urban spaces.

### 4. Why

Our course objectives for the semester will be three-fold: Students who complete this course will develop a basic understanding of social, economic, and political theories and practices that inform urban development processes with a specific focus on the Louisville urban environment. They will identify and critically examine various forces that have shaped Louisville's urban spatial structure. And they will apply key concepts from urban studies to understand neighborhoods, cities, and regions.

## 5. How

Please grab a copy of *City Lights: Urban-Suburban Life in the Global Society* by E. Barbara Phillips. This will be our primary textbook for the course. We'll be working with the third edition of this text book from 2009 – the ISBN is 9780195325034. Additional readings will be available on Blackboard.

During a typical week, we'll read a chapter from the textbook before coming to class on Monday to introduce ourselves to a general topic of urban studies. Then, we'll read articles that engage with that topic before coming to class on Wednesday to explore that topic in the specific context of Louisville.

This course will be primarily discussion based, rather than lecture – please come to class having read the necessary material, and be prepared to talk. Sometimes we'll talk as a class; sometimes we'll talk in smaller groups.

I'll evaluate your ongoing attempts to leverage course readings and discussions towards the completion of course objectives in three ways: participation, examination, application. And you can satisfy each of these components in multiple ways.

### Part II. The Grades

#### 1. Scores into letters:

A = 94%+ A- = 93%-90%  
 B+ = 89%-87% B = 86%-83% B- = 82%-80%  
 C+ = 79%-77% C = 76%-73% C- = 72%-70%  
 D+ = 69%-67% D = 66%-63% D- = 62%-60%  
 F = 59% or below

#### 2. Components

Participation: 320 points  
 Midterm: 160 points  
 Final: 160 points  
 Project: 320 points  
 Discussion Moderator: 40 points

Total: 1000 points

#### 3. Methods of Evaluation

##### *Participation*

Students will be provided with multiple opportunities to earn a grade for participation. I'm asking you to complete a set of readings (chapter, group of articles, etc.) before each class. For every set of readings, you may either

1. Write a detailed summary and post it to Blackboard,
2. Write a reaction to the readings and a set of questions you had after reading and post it to Blackboard,
3. Write a response to three Blackboard posts left by your classmates with a reaction to their thoughts and some questions about their thoughts,
4. Discuss the readings in class, with your group, or complete in-class activities,
5. Respond to a reading quiz during class, or
6. Create your own questions about the readings.

Some people like to write, some people like to talk – that’s okay. You don’t have to do all six of these things for every class meeting, but you must do at least one very well before every class meeting. And it’s okay to do more than one of these things before a class meeting if you’re having a great/productive day and you want some extra credit, if you really feel strongly about a set of readings, or if you think that you can participate better by writing a little and talking a little every meeting. I’ll try to look for your participation wherever I can find it – just try to make me see that you’re reading things and that you’re thinking about what they mean. Options 1-2 must be completed by 11:30PM on the Sunday or Tuesday before class. Option 3 must be completed before class.

Additionally, each student will help guide class discussion on a set of readings – you will be asked to present/summarize/analyze the readings for that day and to lead discussion during class. This will be evaluated for its own grade (separation from the rest of the participation grade) and we’ll talk more about how to handle this during class.

### *Examination*

We’ll have a midterm and a final in this course. Again, I’ll give you some options. For both the midterm and the final, I’ll give you a set of essay questions you can take home and answer. These will be open book and open note, but they cannot be collaborative. I’ll also create a test that you can take in person – these will be typical multiple choice, short answer, and true/false type questions and you will not be able to rely upon your notes or your texts. Finally, we can do an oral exam: if you’d like to answer a few open-ended questions individually and in-person, we can set that up during my office hours.

### *Application*

Finally, we’ll have one final project. This will be due near the end of the semester – though before finals week. For this project, I want you to apply an urban studies topic to the urban context of Louisville in a way that either evaluates or provides recommendations for improvement. Your choices for this include a thorough research paper about the topic, a portfolio/plan for improving an aspect of the urban landscape, or a class presentation about a topic. Research papers must be completed individually but portfolios, plans, and presentations may be completed either individually or as a group. You will propose your final project to me by the end of February and we’ll develop more detailed requirements and due dates from there.

### Part III. The Schedule

#### 1. Welcome to the City

*Monday, Jan. 10*

Course Introduction

No assignments.

*Wednesday, Jan. 12*

Phillips, Chapter 1: “The Knowing Eye and Ear”

Keane, E. (2020) “Introduction: A Letter from the Borderlands” *The Louisville Anthology* (2020). Cleveland, OH: Belt Publishing.

#### 2. Building Blocks of Urban Spaces

*Monday, Jan. 17*

Phillips, Chapter 6 “Ties That Bind”

*Wednesday, Jan. 19*

Read two neighborhood histories from “A Place in Time: The story of Louisville's neighborhoods.” *The Courier Journal* (1989). [*Use the Bookmarks feature in the PDF to view the full list of neighborhoods*].

Find and read the Neighborhood Profiles that align best with your selected neighborhoods.

#### 3. Suburbanization and Segregation

*Monday, Jan. 24*

Phillips, Chapter 8 “Making Connections”

*Wednesday, Jan. 26*

Zhang, H. (2011). School desegregation and white flight revisited: A spatial analysis from a metropolitan perspective. *Urban Geography*, 32(8), 1208-1226.

#### 4. Race, Space, and Housing

*Monday, Jan. 31*

Phillips, Chapter 10 “Identity Crisis”

*Wednesday, Feb. 2*

Making Louisville Home for us All

#### 5. Government Structures

*Monday, Feb. 7*

Phillips, Chapter 13 “The Skeleton of Power”

*Wednesday, Feb. 9*

Savitch, H. V., Vogel, R. K., & Ye, L. (2010). Beyond the rhetoric: Lessons from Louisville’s consolidation. *The American Review of Public Administration*, 40(1), 3-28.

#### 6. Political Machines

*Monday, Feb. 14*

Phillips, Chapter 14 “Bosses, Boodlers, and Reformers”

*Wednesday, Feb. 16*

Poe, J. & Bellamy, J. (2020). “Plantation Urbanism: Legacy, Property, and Policing in Louisville, KY,” *Radical Housing Journal* 2(2) 143-164.

#### 7. People Power

*Monday, Feb. 21*

Phillips, Chapter 15 “Getting things Done”

*Wednesday, Feb. 23*

Fosl, C. (2007). "The Dynamite Was Fear" Segregation, Anticommunism, and Sedition in Louisville, Kentucky, the South's Northern Border”, in Cimbala, P.A., Shaw, B.C. (eds). *Making a New South: Race, Leadership, and Community after the Civil War*. Gainesville: University Press of Florida. 2007.

Eligon, J. & Wright, W. (October 6, 2020). “In Louisville, Looking to Protests of the Past to Move Forward.” *The New York Times*, <https://www.nytimes.com/2020/10/06/us/louisville-protests-civil-rights.html>.

*Recommended (not required)*: Loosemore, B. (July 21, 2020). ““We know how to fight: Why Black women are leading Louisville’s racial justice movement.” Louisville Courier Journal <https://www.courier-journal.com/indepth/news/local/2020/07/21/louisville-protests-how-black-women-leadingfight-justice/3284634001/>.”

## 8. Cities and Regions

*Monday, Feb. 28*

Phillips, Chapter 16 “Metropolitan Form and Space”

**\*\*\*Initial Project Proposals Due\*\*\***

*Wednesday, Mar. 2*

“Louisville Metro Demographic and Economic Projections 2010 – 2040”

## 9. Midterm

*Monday, Mar. 7*

Midterm

*Wednesday, Mar. 9*

Midterm Review

## 10. SPRING BREAK

## 11. Space and Place

*Monday, Mar. 21*

Phillips, Chapter 17 “A Sense of Place”

*Wednesday, Mar. 23*

ROSNER, M., & ROGERS, S. (2017). Striking Combinations: Transformation and Dissonance at the Muhammad Ali Center in Louisville, Kentucky. *THE POPULAR CULTURE STUDIES JOURNAL*, 24.

\*\*\*Final Project Proposals Due\*\*\*

12. Labor and Work

*Monday, Mar. 28*

Phillips, Chapter 19 “Blue Collar, White Collar, No Collar, and Shirtless”

*Wednesday, Mar. 30*

Gilpin, T. (2017). "A Louisville union built its strength as blacks, whites took on International Harvester."

Becker, R. “Strike City” *The Louisville Anthology* (2020). Cleveland, OH: Belt Publishing.

13. Real Estate Investment and Neighborhood Change

*Monday, Apr. 4*

Elahi, A. and Ellis, L. (2019). Here Today Podcast, WFPL. Episodes 1-3 (The World Still Goes Around And Round; A Rose is Still a Rose; Let Me Understand Your Plan). <https://wfpl.org/category/here-today>

*Wednesday, Apr. 6*

Poe, J. “Redlining Louisville: Racial Capitalism and Real Estate.”

14. Environmental Justice

*Monday, Apr. 11*

Ellis, L. and Franklin, J. (2019). Here Today Podcast, WFPL. Episodes 4-6 (The House I Live In (I Bought It); It’s Hard Out Here for a Renter; Diggin’ on Beecher Terrace). <https://wfpl.org/category/here-today>

*Wednesday, Apr. 13*

Hudson, J. B. (2004). Race, Residence and Environmental Injustice in Louisville, Kentucky. *Sustain: A Journal of Environmental and Sustainability Issues*, p. 18-28.

15. Racial Wealth Gap and Housing

*Monday, Apr. 18*

Ellis, L. and Franklin, J. (2019). Here Today Podcast, WFPL. Episodes 7-9 (Can’t



Find My Way Home; Promise of a New Day (Again); How Did We Get Here? (Nobody's S'posed to be Here)). <https://wfpl.org/category/here-today>

Presentations

*Wednesday, Apr. 20*

Metropolitan Housing Coalition Annual Report, 22,000 Equities: Addressing Racial Gaps in Homeownership & Wealth. [http://louisville.edu/cepm/projectareas-1/housing-policy/2019StateofMetropolitanHousingReport\\_LR.pdf](http://louisville.edu/cepm/projectareas-1/housing-policy/2019StateofMetropolitanHousingReport_LR.pdf)

Presentations

16. Finals Week!

*Monday, Apr. 18*

Presentations

*Wednesday, Apr. 20 – Tuesday, May 3*

#### Part IV. The Technical Staff

##### 1. University Guidelines and Policies

###### *Title IX/Clery Act Notification*

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide.

###### *Anti-Racism, Diversity, and Inclusion*

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine

understanding of the many differences – including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status – that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty, and staff who reflect the diversity of our larger society. For more information, visit the Office of Diversity. The University recently launched an its Anti-Racism Agenda, pledging to take a stand against the systemic racism that continues to impact all of us, particularly our Black students, faculty and staff, and other stakeholders of color and from historically marginalized groups. We will take concrete action to lead to much-needed change on campus and in our community.

### *Students with Disabilities*

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502.852.6938) for verification of eligibility and determination of specific accommodations. For more information, visit the Disability Resource Center.

### *Religious Holidays and Observances*

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines. For more information, view the Calendar and Policy on Religious Holy Days and Observances.

### *University Closures/Delays*

If the University of Louisville is closed due to a holiday, weather-related conditions or other unusual circumstances, planned real-time activities in classes will not be held. As an alternative, course activity will continue via Blackboard. It is the instructor's responsibility to post instructions for students on Blackboard. It is the students' responsibility to check Blackboard for an update from the instructor. If Blackboard is down, the instructor will communicate a plan via Blackboard as soon as the system is up and running. Continue to complete work as possible until the Blackboard is restored. If the University of Louisville is on a delayed schedule, on-campus classes are canceled up until a certain time, and classes that begin at or after the delayed time meet at their regular time and include the full instruction period. Coursework is due as planned and should be submitted via Blackboard.

## 2. Support Services

### *UofL Concern Center*

A directory designed to help you find resources on campus based on various concerns (e.g. academic, emotional, financial, physical, sex and relationships, social, spiritual). If your concern is a crisis that requires immediate attention, please call ULPD at 502-852-6111 or call 911. Don't see your concern? No problem. Simply click the "Email Us" button at the bottom of the page and we will respond to your concern with resource information as soon as possible. For Louisville community resources, check out [louieconnect.com](http://louieconnect.com). You can also report a concern for yourself or another student through the website.

*Centerstone Adult Crisis Line:* 1-800-221-0446 / TTY, call via KY Relay @ 711

*National Suicide Prevention Lifeline:* 1-800-273-8255

*Crisis Text Line:* Text HOME to 741741 in the US

### *Students facing hardship*

Any student facing personal hardship who believes this may affect their performance in the course is urged to make use of resources at UofL that may be able provide assistance. These problems may include difficulty affording groceries or accessing sufficient food to eat every day, a lack of a safe and stable place to live, or many other scenarios. If comfortable doing so, you may consider notifying the professor to enable her to provide any resources she may possess.

*Student Emergency Fund:* <http://louisville.edu/dos/help/studentemergencyfund>

*Cardinal Cupboard:* Swain Student Activities Center W303 C (Third Floor)

*Free Store:* 108 E Cardinal Blvd. Louisville, Kentucky 40208

### *Library services*

Available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the Library Services for Distance Education and Online Courses page.

### *Writing Center*

The University Writing Center is available for online appointments:

<https://louisville.edu/writingcenter/appointments-1/appointments>. They also provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the Writing Center website.

## 3. Course Policies and Expectations

### *Participation*

Each student is expected to complete all required readings prior to class and to come ready to question, listen, learn, analyze, critique, and discuss. The reading creates a common ground for us to explore the nuances and complexities of the specific course topic. This class is designed to be a combination of discussion, lecture, and small group activities. Learning is a social process and collective endeavor. Part of your responsibility is active participation, which includes speaking AND listening to both your classmates and the instructor. Participating in class requires listening to students whose opinions differ from your own and discussing differences in opinion while remaining respectful of the individuals who hold them. I also understand that speaking up in class comes more naturally to some and for others it is uncomfortable or produces anxiety. The ability to communicate effectively within group settings is an important skill and class discussion is one way to begin to hone this skill (and it is a skill that can be learned and improved upon). The intellectual quality of the course depends on active participation (speaking and listening) by every member in the class.

### *Assignment Policies*

For excused absences, exams/assignments must be made-up within one week of the absence date. It is the responsibility of the student to contact the instructor in a timely manner to make-up missed work.

Make-up exams may differ. Incomplete grades are generally avoided, except in extraordinary circumstances.

All writing and analysis should meet college-level expectations. If you refer to, quote, or paraphrase any material then you must follow an academic citation guideline (e.g. APA, Chicago, MLA, etc.).

### *Student rights and responsibilities*

Students are encouraged to discuss with the instructor any circumstances that might affect their performance (e.g. including physical or intellectual challenges, illness, or any events of which the instructor should be aware) before they have the chance to affect the course grade. Specific needs will be addressed on a case-by-case basis between the student and the instructor. Student rights, responsibilities, and code of conduct at UofL apply to this class.

### *Communication with Instructor*

I am happy to answer your questions via email. I aim to respond to emails within 24 hours. However, you should assume that I might not respond to emails on weekends and generally not after 10 p.m. on weekdays. If you do not receive a response within that time, please reach out again. Emailing me about an assignment due within in 24 hours is a very bad idea. You are unlikely to get assistance in time to complete the assignment. Using complete sentences, appropriate tone, and proper salutations and signatures in emails are strongly encouraged. If you have a question or issue that you would prefer to speak with me about in-person, we can schedule an in-person meeting, a phone call, or a virtual meeting via Microsoft Teams. Please use email to coordinate this meeting with me.

### *Hostile-free learning*

To assure a safe learning environment and enhance academic freedom of expression, UofL requests that classroom settings and the course proceedings be harassment-free and non-discriminating on the basis of race, gender, religion, national origin, disability and all other pejorative stereotypes. We will not challenge each other on a personal level, but rather learn in good faith and honor, respect one another as adults, value our diversity and never demean each other by our critical comments. This applies to all online discussion, interactions, and email exchanges.

### *Absence policy*

Excused absences are allowed for health concerns/illness, UofL sanctioned events, religious work-restricted holy days, work demands, and emergencies. For sanctioned events, email the instructor a formal excused absence letter from the sponsoring unit at least one week in advance of the absence(s). For religious work-restricted holy days, submit requests in writing during the first two weeks of term. If an emergency arises, contact me ASAP with documentation. Absences for illness require a note only after two weeks. Students are responsible for taking the lead to coordinate with the instructor regarding missed coursework/assignments. The instructor will make all efforts towards reasonable accommodations.

### *Academic Integrity*

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. For more information, please see Students Rights and Responsibilities (Sections 5 and 6). <http://www.plagiarism.org/> is also a useful resource.

All submitted assignments must be your own original, independent work. Do not turn in any work with your name on it that was done by someone else. Any words or ideas that come from another source (books, websites, professors, etc.) must be cited properly. Plagiarism, cheating, or any other act of academic fraud will result in an automatic zero on the assignment; further academic consequences may include: being reported to the Dean's office, receiving a failing grade in class, a note on your transcript, and/or additional actions. I take academic honesty very seriously; plagiarism and cheating are threats to your academic success and to the integrity of the learning environment.

### *Syllabus Revision*

The instructor reserves the right to modify any portion of this syllabus. Students will typically be provided an opportunity to comment on a proposed change before it takes place. This version of the syllabus was prepared by Jake Mace on 1/19/22 borrowing directly from but modifying the course's previous iteration prepared by Kelly Kinahan.

### *Technology Expectations*

All assignments are to be submitted via Blackboard unless otherwise stated. Please do not submit via email. Continuing and regular use of UofL email is expected. You must be able to use Internet search tools, access Teams, download documents, and upload assignments. If you need technical support, the IT Help Desk is available.

### *Technical Support*

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the HelpDesk Resources website.

### *Covid-19 Addendum*

All are expected to abide by public health guidelines and regulations as published by the University. This includes:

1. Wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained. (Per the code of student conduct--revised July 2020--a student who refuses to follow these guidelines may be asked to leave a classroom)
2. Staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at home until symptoms subside or advised that it is safe to return by a medical professional.
3. Practicing good hygiene and responsibility for one's own surrounding.
  - a. Cover sneezes and coughs
  - b. Wash hands frequently with soap and water when possible; use hand sanitizer when soap and water are not available
  - c. Wipe down frequently touched surfaces
  - d. Maintain six feet physical distancing when possible

Faculty have the responsibility to help students meet these recommendations by:

1. Allowing for remote participation in class when necessary and practicable
2. Allowing students absent for reason of illness to make up missed work and not to penalize students for these absences
3. Not requiring doctor's notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.

4. Notifying physical plant when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.