



## Faculty Advisory Network on Sustainability

### Integrating Sustainability in Curriculum Template

**Instructor Name:** Andrew Milson

**Email:** milson@uta.edu

**Department/College:** History/Liberal Arts

**Semester/Year:** Fall 2022

**Course Name:** HIST 3327 – Cities and Suburbs in US History

#### Description

In this course we trace the urban and suburban development in the United States from pre-colonial indigenous settlements to the present with an emphasis on the transformation of urban and suburban spaces over time and across regions. We pay particular attention to population, migration, land use, economics, politics, social and cultural identities, nature, and sustainability as factors in urban growth and change. This course is a part of the Maverick Advantage program at UT Arlington that encourages the development of marketable skills through experiential learning opportunities inside and outside the classroom. The GoogleEarth Web Virtual Tour project may be applied toward the Maverick Advantage Distinction in the areas of Career Development, Leadership Development, or Global Engagement. For more information about the Maverick Advantage program, see <https://www.uta.edu/student-affairs/maverick-advantage>

In a brief paragraph, describe the changes to the course you have revised.

I am teaching this course for the first time in the fall 2022 semester. During AY 2022-23, I will propose a catalog change to the course description (and will add a cross listing with GEOG) that will include specific reference to sustainability as a key topic for the course. For this fall semester, I arranged the course sequence to follow the chronological development of urban history and geography in the US from pre-colonial indigenous settlements to the present. Class sessions are structured to be discussion-based with assigned readings to complete for each class session. I selected multiple readings that intersect with the UN Sustainable Development Goals. Specifically, I identified readings that address the goals, targets, and indicators of Gender Equality, Clean Water and Sanitation, Decent Work and Economic Growth, Reduced Inequalities, Climate Action, and Peace, Justice, and Strong Institutions. Students must also create a “GoogleEarth Virtual Tour” as a course project for this class in which they are expected to

demonstrate their understanding of the course concepts – including sustainability – as they apply to the urban history and geography of a specific assigned city.

## Required Texts

This course uses open education resources so that students do not have to purchase any materials. The textbook - Boehm, L.K., & Corey, S.H. (2014). *America's Urban History*. New York: Routledge – is available as a free and downloadable e-book through the UTA Library. The journal articles assigned for the course are available as downloadable, full-text pdfs through the UTA Library. See below for the specific readings that align with each of the Sustainable Development Goals.

## Learning Outcomes aligned with sustainability:

The following learning outcomes are aligned *explicitly* with sustainability issues.

- Upon completion of this course, students will be able to:
  - Understand the roles of economics, transportation, social identity, politics, culture, and sustainable development in the transformation of cities and suburbs in the US over time and across regions.
  - Recognize the challenges of climate change and sustainability within major cities of the US.

These learning outcomes are aligned *implicitly* with sustainability issues in that the topics discussed will frequently intersect with sustainability terminology, themes, and questions about humans and their relationships with the environment.

- Upon completion of this course, students will be able to:
  - Identify and explain the different chronological phases of urban and suburban history in the US.
  - Comprehend and compare the spatial patterns of cities and suburbs over time and across regions.
  - Examine the role of human diversity in the development of US cities and suburbs.
  - Analyze the impact of urbanization and suburbanization on the history and geography of the US.
  - Discuss, analyze, and evaluate historical and geographical scholarship on US cities and suburbs.
  - Communicate ideas in the fields of urban history and geography in writing, verbally, and through digital media.

## Alignment with the UN Sustainable Development Goals

Please describe which SDGs align with the course - <https://sdgs.un.org/goals>

Most – if not all – of the readings touch on the targets and indicators of the UN SDGs. Also, most of the readings address SDG 11: Sustainable Cities and Communities. Instead of listing every reading for the course under SDG 11, I've listed the readings below that I believe most explicitly address the SDG goals, targets, and indicators of Gender Equality, Clean Water and Sanitation, Decent Work and Economic Growth, Reduced Inequalities, Climate Action, and Peace, Justice, and Strong Institutions. Many of these readings also fit into multiple SDGs. I've matched the SDGs that I think are most relevant or primary to the research presented in the article.

#### SDG 5: Gender Equality

- Wheeler, Leigh Ann. “Where Else but Greenwich Village? Love, Lust, and the Emergence of the American Civil Liberties Union’s Sexual Rights Agenda, 1920-1931.” *Journal of the History of Sexuality* 21, no. 1 (2012): 60–92.

#### SDG 6: Clean Water and Sanitation

- Biehler, Dawn Day “Flies, Manure, and Window Screens: Medical Entomology and Environmental Reform in early-twentieth-century US Cities.” *Journal of Historical Geography*, 36, no. 1, (2010): 68-78.

#### SDG 8: Decent Work and Economic Growth

- Nicolaidis, Becky M. “‘Where the Working Man Is Welcomed’: Working-Class Suburbs in Los Angeles, 1900-1940.” *Pacific Historical Review* 68, no. 4 (1999): 517–59.

#### SDG 10: Reduced Inequalities

- Rhomberg, Chris. “White Nativism and Urban Politics: The 1920s Ku Klux Klan in Oakland, California.” *Journal of American Ethnic History* 17, no. 2 (1998): 39–55.
- Gutman, Marta. “Race, Place, and Play: Robert Moses and the WPA Swimming Pools in New York City.” *Journal of the Society of Architectural Historians* 67, no. 4 (2008): 532–61.
- Epstein, Seth. 2021. "Flat Rate Taxicabs and the Production of Urban Space in Depression-Era Madison, Wisconsin." *Journal of Historical Geography* 71: 28-38.
- Lombardo, Timothy J. “The Battle of Whitman Park: Race, Class, and Public Housing in Philadelphia, 1956-1982.” *Journal of Social History* 47, no. 2 (2013): 401–28.
- Contreras, Eduardo. “Voice and Property: Latinos, White Conservatives, and Urban Renewal in 1960s San Francisco.” *Western Historical Quarterly* 45, no. 3 (2014): 253–76.

#### SDG 11: Sustainable Cities and Communities

- All course readings touch on topics relevant to this goal and its targets and indicators.

#### SDG 13: Climate Action

- Rice, Jennifer L. “Climate, Carbon, and Territory: Greenhouse Gas Mitigation in Seattle, Washington.” *Annals of the Association of American Geographers* 100, no. 4 (2010): 929–37.

#### SDG 16: Peace, Justice, and Strong Institutions

- Hinton, Elizabeth. “‘A War within Our Own Boundaries’: Lyndon Johnson’s Great Society and the Rise of the Carceral State.” *The Journal of American History* 102, no. 1 (2015): 100–112.
- Chronopoulos, Themis. “The Making of the Orderly City: New York since the 1980s.” *Journal of Urban History* 46, no. 5 (2020): 1085–1116.

# SUSTAINABLE DEVELOPMENT GOALS



## Additional Information and Resources

See Course Syllabus attached.