

City Life

Segregation, Integration, and Gentrification

Geography 341-01 | American Studies 341-01
Macalester College



Illustration by Andrea Posada, from *The Just City Essays*

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Spring 2022
Tues & Thurs: 1:20 – 2:50 pm
Classroom: Carnegie 105

Office Hours: Tues 3 – 4 pm | Wed 9-11 am | Thur 3 – 4 pm | and by appointment.

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FUNDAMENTALS

Course description

City life offers students a course of in-depth study in the subfield of urban social geography. In this course, we will explore some of the ways in which forces of social exclusion and efforts to promote social inclusion contribute to the geographical organization of cities. Our exploration focuses on several issues of contemporary significance in the US context: (1) attempts to ameliorate social inequalities connected to racial segregation; (2) the problematic nature of gentrification; and (3) how to promote social well-being through how we design and manage the urban built environment. Race, class, and gender relationships are at the heart of these issues. This course therefore also considers how the intersectionality of race, class and gender affect and are affected by urban landscapes.

Course goals

Through full participation in the work of this course you will:

- (1) examine the complex socio-spatial processes and relationships that influence housing access, neighborhood-level investment, and collective welfare;
- (2) explore possibilities for creating more equitable, inclusive, and just cities;
- (3) inquire and share with the class a topic of your choosing that examines a particular effort to effect change in city life;
- (4) grow in your ability to articulate ideas through writing, speaking, and creating;
- (5) build and benefit from a collaborative learning environment; and
- (6) engage in self-reflection as a way to integrate learning.

By the end of this class you will be able to:

- (a) evaluate the production, maintenance, and contestation of inequities in urban built environments using lenses of critical race, feminist, and labor theories
- (b) explain different approaches and practices for generating equitable, inclusive, and just cities;
- (c) conceptualize and complete writing and creative projects;
- (d) demonstrate engaged learning through inclusive participation in class, small + large group discussions, and collaborative projects; and
- (e) reflect upon your learning process and outcomes in this course.

We pursue these goals and objectives in a number of ways, including interacting with course content, working on assignments, and supporting each other in this work. There are multiple principles, norms, and expectations that help to ensure that our engagement rests on an inclusive and supportive foundation. We will take time to make these explicit and practice them throughout the semester.

Class format and expectations

Our course involves a mix of in-class and out-of-class activities. The out-of-class activities include completing course readings, listening to + watching media content, and working on course assignments, which will include engagement with off-campus communities. The synchronous, or in-

class activities, include presentations and activities that focus on structured discussion and small group exercises that will reinforce and deepen content experienced through out-of-class activities.

I do ask that you attend a meetings of a public agency tasked with governing and decision-making twice during our course. I have city council, schoolboard, and other local government meetings in mind, but if you have a question about what qualifies, please connect with me. I encourage you to attend in-person meetings, where possible, but you are welcome to attend virtual/online meetings instead.

I have taught this course for 16 years and revise it with every iteration. For this offering, I have continued to make changes in search of the right amount of workload and challenge level and in order to incorporate strategies that offer support for meeting these challenges and maximizing the potential of the learning opportunities the class offers. As a part of this effort, I have adopted a writing portfolio approach to the assignments in order to prioritize individualized engagement with the curriculum.

The schedule in this syllabus identifies dates for the completion of out-of-class assignments, including reading assignments and written work. Please do your best to stay on top of these. The course content is designed to be sequential, meaning later material builds on previous material. Falling behind can thus have a compounded effect on your ability to stay up-to-date. There is some room for accommodation, yet it is important to stay on track.

In sum, I expect that you do your best to stay current with course readings and assignments. This means completing out-of-class activities by their stated deadlines and showing up on time to class meetings, prepared for the day's work. I will communicate detailed steps for completing this work in due course.

Supporting participation during the pandemic

The ongoing COVID-19 pandemic means that it is possible and perhaps likely that at some point during the semester we will be unable to attend in-person class due to illness or quarantine protocols. If you are unable to attend an in-person class but are otherwise able to participate, we can support your participation through a remote connection to the in-person class. Advanced notice will ensure I can respond in time to have the necessary equipment ready. It is also possible that I may be unable to attend class, in which case we will shift to meeting over Zoom. I anticipate giving advanced notice in the event that such a situation arises. Both situations demand our adaptability and I fully expect we can manage it. Online meetings will take place through this Zoom link, which should work for the duration of the semester:

<https://macalester.zoom.us/j/93718949973?pwd=cDFBUXFsbHI4cWJDWmhScHNJbnZyUT09>

Meeting ID: 937 1894 9973 | Passcode: 107999

Moodle

Moodle will serve as a virtual home for our class. I will post copies of the syllabus and assignments on Moodle and use its announcement forum. Any post to the announcement forum will also be sent to your e-mail. Following the schedule outlined in this syllabus, there is a link to a separate page for each class day, which lists relevant activities, including resources to review and tasks to complete. All assignments are turned in via Moodle. Feedback is shared via Moodle as well. I will do my best

to remind you of tasks and assignments during our meetings. That said, *a best practice* will be checking our course Moodle page regularly each day to see any announcements and review tasks to complete so that you are prepared for the day's activities.

Communication

I will make regular announcements to our class through Moodle. I will do my best to reiterate these announcements during class meetings. You may reply to announcements issued through Moodle, however these replies are sent to everyone in the class by default. Take care using this feature.

For one-on-one communication, I invite you to contact me via email or schedule a time during my office hours. I will also be available for ~10 minutes after our class meetings are completed. This will enable casual or impromptu conversation.

Please allow for a 24-hour response time to your email messages during the week and a 48-hour response time for messages sent on the weekend. Generally speaking, I plan to reply to email messages during my weekday office hours, or shortly thereafter.

POLICIES

Office Hours – What are they for?

I offer office hours as an extension of our class. These offer an opportunity to work through something challenging or perplexing and/or a chance to share connections, realizations, and excitement about the course or related material. They also afford an opportunity for us to get to know each other better. Last but not least, we can also use this time to discuss how to get the most out of the work of the course, perhaps by discussing how your own goals can be advanced through specific assignments, etc. Above all, I understand that coming to my office hours is an act of trust. I pledge to respect you and earn your trust through careful listening and compassionate support.

My office hours will be held in Carnegie 104e. We can also arrange to meet via Zoom instead, but we will have to communicate in advance to make this happen. My office hours are scheduled for 3-4 pm on Tuesdays, 9-11 am Wednesdays, and 3-4 pm on Thursdays. I will not hold office hours during Spring Break. If these times do not work with your schedule, don't hesitate to contact (via email or otherwise) and we can set up an appointment for an alternative time.

How to show up for Office Hours

You must first claim or sign up for office hours by navigating to my google calendar:
<https://calendar.google.com/calendar/selfsched?sstoken=UUdZZm5wZURDYXBhfGRlZmF1bHR8ZjQ5MjlmNTdmMTAzYmU1ZDIhODkxYmZjODQ0Yzc3ZWU>

Scroll through the calendar [top left side, use the < and > buttons] to select a day and time to meet. You can do this in advance or, if there's an open slot, you can do it in the moment. Appointment slots are 15 minutes long. You are welcome to drop by my office hours without making an appointment in advance, but I will prioritize meeting with those who have scheduled an appointment. On this point, I encourage you to check my google calendar before you stop by to make sure I am available.

Inclusivity

I am committed to providing a safe and equitable learning environment that welcomes and supports everybody. We as learners and teachers all bring various experiences and life contexts to this course. These differences will emerge in class and be part of what we negotiate and benefit from as a developing community.

I acknowledge that academic institutions have evolved within a historical context that privileges certain students over others and certain perspectives and knowledges over others. In this classroom, I will do my best to be aware of how these inequities may manifest.

I hope you will feel comfortable coming to me to express any concerns or suggestions; this is an iterative process that requires the collaboration of all. Indeed, I resolutely believe that the work of anti-racism is essential to inclusion. Furthermore, this work is an ongoing process in which we must strive to understand and unpack inherited assumptions and create more emancipatory and egalitarian practices so that we might dismantle systems of oppression and exclusion wherever we encounter them.

Participation

In our first meetings, we will work together to generate a set of shared norms and expectations that ground how we participate and interact with each other. The norms we generate will reflect our unique situation, but will be grounded in principles of mutual respect, inclusion, and maintaining a focus on learning. We may need to revisit these norms and expectations and adjust them according to how our interactions unfold. These will be recorded and made available through Moodle.

Accommodations

I am committed to ensuring access to course content for all students, including those with disabilities. If you have a disability, please meet with me early in the term to discuss your accommodation plan. If you have not yet obtained a plan or are unsure if you have a disability that requires accommodation, please contact Disability Services: disabilityservices@macalester.edu, or call 651-696-6974.

Public Health Expectations

When we are in class together on campus, we will follow the [Mac Stays Safer Community Commitment](#).

If you do not feel well, please do not come to class. This includes if you are experiencing common cold symptoms. If you miss class, we can make arrangements to cover missed material, activities, and assignment deadlines.

Attendance

Being there plays an essential role in learning. I encourage and expect you to attend all scheduled synchronous class meetings. Attendance will be important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one

another. Your presence in class matters. And to re-iterate, support is available for you to attend class via remote connection if needed.

I recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. Although I hope it isn't the case, those unavoidable circumstances may be more common during this term given that we are in the midst of a pandemic. If you will not participate in class for any reason, it is your responsibility to inform me via email. It is also your responsibility to make up work you missed in your absence.

If you anticipate missing a scheduled class, for instance for religious observance, please let me know as soon as possible and before the add/drop period so that we can plan to accommodate your absence.

Academic Honesty

Academic honesty is expected at all times. All work for this course must be your own. You must properly cite any work on which you draw in your written assignments. Plagiarism or cheating will not be tolerated and will result in a failing grade for the course. Furthermore, such behavior will be reported to the Dean of Students and may result in suspension or even dismissal from the college. Please see me if you have questions about what counts as plagiarism.

Changes

As the term unfolds, there may be reason to make changes to the course. I will announce any changes to readings, topics, or the schedule in class and via Moodle. It is your responsibility to keep up with any changes.

Why I am teaching this course

As a scholar of urban planning and social movements to advance equity and social justice in cities, I'm always looking for ways to stay engaged in this topic and to engage others in learning about it. Because I believe everyone is a teacher and a learner, I greatly value the opportunity to learn from my students' interest in this matter as well. You can learn about some of my latest research on urban planning and social justice [here](#) and [here](#).

COLLEGE RESOURCES

Personal health and well-being

Here at Macalester, you are encouraged to make your well-being a priority throughout this module and your career. In fact, research shows that health and wellness are integral to your learning and personal growth and development. Investing time into taking care of yourself will help you engage more fully in your academic experience. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other

resources, including those listed on the Hamre Center for Health and Wellness:
macalester.edu/healthandwellness

Title IX concerns

Macalester is committed to providing a safe and open learning and living environment for all students, staff, and faculty. If you (or someone you know) has experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, please know that you are not alone, and that help and support are available.

It is my role as a professor to make sure our learning environment is as safe as possible for everyone in our community. ***I am a mandatory Title IX reporter.*** This means that I can serve as a resource for you, but I am required by law to report any violations, including sexual assault, to the Title IX office. For a list of confidential resources, see the Title IX office's [support resources page](#). For more information about Title IX, see Macalester's [Title IX website](#).

Academic Excellence

Support with writing projects is available through the Macalester Academic Excellence ([MAX](#)) Center. I consider the MAX Center to be a fantastic complement to ***any*** course you take at college as its mission is to support your ongoing growth and development as a critical thinker, reader, and writer. Whenever you want to boost your skills and abilities, I fully recommend connecting with the helpful and supportive folk at the MAX Center.

ASSIGNMENTS

Readings

We will be reading a number of scholarly articles and book chapters, organizational websites, watching videos, and listening to podcasts. This diversity allows us to explore a variety of communication styles, perspectives, and cases. These readings are referenced in the schedule by last name of the author, hyperlinked to external source, and are also available 24 hours a day through our course Moodle page. Let me know if you have any problems accessing this material in a timely manner. Please have a personal copy of any assigned readings available to you during a synchronous meeting that is scheduled to work with that material. You are welcome to bring a personal computer with you to class to fulfill this expectation.

Writing Portfolio

Your grade in this course will come from a writing portfolio you work on throughout the term. There are several motivations behind using the portfolio format. First, writing-intensive courses (like this one – WP) at Macalester require 20-25 pages of work and the opportunity to revise your work. Second, the portfolio format is meant to encourage you to make writing and revision a habit, since the best way to improve your writing is through constant practice. Third, the portfolio format means that you and I can work collaboratively to identify areas of strength and areas in need of

improvement in your writing. Moreover, the portfolio format ensures that you are able to be graded on your best work.

The writing assignments are divided into high- and low-stakes exercises. The high-stakes exercises call for moderate length essays. First drafts of these essays will be due at specific times, noted below, and you will receive feedback from Dan or Anna in return. A revised version of these high-stakes essays will be a part of your final portfolio. The low-stakes exercises represent shorter-length and/or reflective writing tasks. These exercises are not part of the final portfolio and therefore do not require revision. They are a required part of the course, nonetheless.

Specific details for each high-stakes assignment will be available as the term unfolds.

High-stakes writing exercises

1. Position paper 1: taking a stand on segregation – due
2. Position paper 2: taking a stand on gentrification – due
3. Reflection on Young's *Inclusive Political Communication* – due
4. Independent research essay: Moving toward a just city–
5. Culminating reflection & final portfolio – due by May 5th

Low-stakes writing exercises

- Reading Reflections

Over the course of the module you will be **responsible for completing three “reading reflections”** consisting of a ~250 word response to instructor provided prompts concerning assigned readings. There are eight reading reaction opportunities. These opportunities are time-sensitive as they are aligned with planned in-class discussions. The essays are **due by 9 am CT on the day they are due**. This will allow me time to read the essays and incorporate them into my preparations for the class meeting. The reading reflection opportunities are denoted on the schedule as “RR”.

- Attend two public meetings

In order to inform your Reflection on Young's *Inclusive Political Communication* (high-stakes essay), **you are required to attend two public meetings** – ideally run by a public sector institution – to observe how local government institutions generate opportunities for public engagement. There are plenty of opportunities to attend virtual meetings and some meetings are taking place in-person. I encourage you to attend an in-person meeting, if possible. You should attend your first meeting by February 25th and your second April 15th. You may attend a meeting for any community you would like.

- Proposal for independent research

In preparation for your independent research essay, you will submit a proposal by March 24th.

Grading: Contract for a B

In this course, you will sign a “Contract for a B.” This will help us focus on the process of meeting assignment specifications.

I will provide you with ample and constructive feedback on your high-stakes work throughout the semester, but I will *only grade your final writing portfolio* (the final drafts of your high-stakes essays along with a culminating reflection). By the time you turn in this work, you will have had multiple opportunities to receive feedback on your work. This will give you space to grow in your writing and will give me the chance to guide and mentor you without grades getting in the way. Besides your final portfolio, you will be graded only on meeting the responsibilities outlined in our Contract for a B. If you meet the contract—that is, if you fulfill all the responsibilities listed in the contract—you are guaranteed at least a grade of B for this course.

Grades other than a B

While fulfilling the terms of the grading contract will earn you a B, grades of A, A-, and B+ require excellent work. This can be achieved by generating work that exceeds expectations AND by demonstrating improvement with your final draft of assignments that exceed expectations. I do not expect your work to be perfect, but I do expect you to meet the basic responsibilities of the course and to work to improve your knowledge and skills. If you stayed on contract the entire term, the lowest grade you can earn is a B. However, if there is an outstanding contract breach at the end of regular classes, your final grade will be lower than a B.

Meeting Contract: tokens and flexibility

You are a human being before you are a student. I understand that academics is only a part of your life and that unforeseen circumstances can affect your plans and capacities for completing academic work. To reduce the stress and unease that can accompany unforeseen challenges and generate flexibility for managing the work of City Life, everyone will start the course with *five tokens*, which can assist with juggling course demands and/or support wellness.

A token may be used to excuse an absence or extend a deadline; one token will extend a deadline for a low-stakes writing exercise; and two tokens will grant you a 48-hour extension on a high-stakes writing exercise.

With the Contract for a B, earning a B depends on fulfilling all the participant responsibilities. Missing deadlines and/or in-person meetings beyond what the five tokens can afford constitutes a contract breach. This may result in a final grade lower than a B. If there is a contract breach, I expect you to arrange a meeting with me so that we can determine a path for you to get back on contract. Again, if there is an outstanding contract breach at the end of regular classes, your final grade will be lower than a B.

These contingencies are noted in the contact, which you will be required to sign to be a part of the course.

If you are having difficulties with any of the course responsibilities, please contact me as soon as possible so that we can discuss your progress and figure out a way to get you on contract. I want you to succeed and to do your best in this course, so please talk with me about how things are going for you at any point in the module.

List of assigned readings

- Adelman, R., and Mele, C. (2015). Racial exclusion and spatial inequality in Metropolitan America. In Adelman, R. and Mele, C. (eds) *Race, Space, and Exclusion: Segregation and Beyond in Metropolitan America*, pp. 1-18, Routledge: New York.
- Anguelovski, I., Connolly, J., Pearsall, H., Shokry, G., Checker, M., Maantay, J., Gould, K, Lewis, T., Marolo, A., Roberts, J. (2019). Why green “climate gentrification” threatens poor and vulnerable populations. *PNAS* 116(52): 26139-26143.
- Byrne, J. (2003). Two cheers for gentrification.” *Howard Law Review* 46(3): 405 – 432.
- Chaskin, R., and Joseph, M. (2013). ‘Positive’ gentrification, social control and the ‘Right to the City’ in mixed-income communities: uses and expectations of space and place. *International Journal of Urban and Regional Research* 37(2): 480 – 502.
- Coates, T. (2014). The Case for Reparations. *The Atlantic*, June 1. Available online: <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Eaves, L. (2017). Black Geographic Possibilities: On a Queer Black South. *Southeastern Geographer* 57(1): 80-95.
- Ellen, I. (2008). Continuing isolation: segregation in America today. In . J. Carr and N. Kutty (eds.), *Segregation: the rising costs for America*, pp. 261-278, Routledge: New York.
- Fainstein, S. (2011). “Planning and the just city.” In Marcuse, P., Connolly, J., Novy, J., Olivo, I., Potter, C., and Steil, J., (eds.), *Searching for the just city*, pp. 19-39, Routledge: London.
- Future of the American City (2021). Community Engaged Design [podcast]. Harvard University Graduate School of Design. Available online: <https://podcasts.apple.com/us/podcast/community-engaged-design/id1459259486?i=1000509649738>
- Gieseeking, J. (2014). On the closing of the last lesbian bar in San Francisco: what the demise of The Lex tells us about gentrification. *The Huffington Post* [Blog]: https://www.huffpost.com/entry/on-the-closing-of-the-las_b_6057122
- Greene, S., Turner, M., Rush, C. (2020). *Creating places of opportunity for all*. The Urban Institute: Washington, DC. Available online: https://www.urban.org/sites/default/files/publication/102821/creating-places-of-opportunity-for-all_3.pdf
- Griffin, T. (2015). “Defining the just city beyond black and white.” In Griffin, T., Cohen, A., and Maddox, D., (eds), *The Just City Essays: 26 visions for urban equity, inclusion, and opportunity*, pp. 6-10, J. Max Bond Center on Design for the Just City: New York.
- Hanlon, B., Short, J., and Vicino, T. (2010). *Cities and suburbs: new metropolitan realities in the US*. Routledge: New York.

- Harvey, D. 2013 [2003]. The Right to the City. In Lin, J., and Mele, C. (eds.) *Urban Sociology reader*, second edition, pp. 429-432. New York: Routledge
- Hertz, D. (2014). There's basically no way to not be a gentrifier. *City Lab*. Available online: <https://www.citylab.com/equity/2014/04/theres-basically-no-way-not-be-gentrifier/8877/>
- Joseph, M. (2018). Promoting poverty deconcentration and racial desegregation through mixed-income development. In Metzger, M., and Webber, H. (eds.) *Facing Segregation: housing policy solutions for a stronger society*, pp. 146-172. Oxford, UK: Oxford University Press.
- Kirk, M. (2018). How to fight gentrification with a comic book. *City Lab* February 8, 2018. Available online: <https://www.citylab.com/solutions/2018/02/how-to-fight-gentrification-with-a-comic-book/552320/>
- Klinenbourg, E. (2018). *Palaces for the People: how social infrastructure can help fight inequality, polarization, and the decline of civic life*. Crown: New York.
- Lambert, D. (2014). 20 ways to not be a gentrifier. *The Guardian*. Available online: <https://www.theguardian.com/cities/2014/feb/12/oakland-20-ways-not-be-gentrifier>
- Lefebvre, H. 2014 [1991]. The production of space. In Gieseking, J. and Mangold, W. (eds.). *The people, place, and space reader*, pp. 289-293. New York: Routledge.
- Lupton, B. (2005). "Gentrification with justice" In *Renewing the city*. InterVarsity Press, Downers Grove, IL.
- McCann, E. (1999). Race, protest, and public space: contextualizing Lefebvre in the U.S. city. *Antipode* 31 (2):163-184.
- McIntosh, P. (no date). *White privilege: unpacking the invisible knapsack*. <https://admin.artsci.washington.edu/sites/adming/files/unpacking-invisible-knapsack.pdf>
- McKittrick, K. (2013). Plantation Futures. *Small Axe* 17(3): 1-15.
- Nocera, J. (1989). The case against Joe Nocera. *Washington Monthly*
- Omi, Michael and H. Winant (2015). *Racial Formation in the United States*. Routledge: New York.
- Othering and Belonging Institute's Roots of Structural Racism Project <https://belonging.berkeley.edu/roots-structural-racism>
- Podmore, J. (2015). Contested dyke rights to the city: Montreal's 2012 Dyke Marches in time and space. In Brown, K., and Ferriera, E. (eds.) *Lesbian Geographies: gender, sexuality, and space*, pp. 71-90. London: Ashgate.
- powell, J., and Spencer, M. (2003). Giving them the old "one-two": gentrification and the K.O. of impoverished urban dwellers of color. *Howard Law Review* 46(3): 433 – 490.

PlanIt (2017) [podcast]. Episode 7: Equity in everyday planning – Gordon Goodwin interview. Available online: <https://planit.libsyn.com/episode-7-equity-in-everyday-planning-gordon-goodwin>

Sard, B. (2018). Enabling more families with housing vouchers to access higher -opportunity neighborhoods. In Metzger, M., and Webber, H. (eds.) *Facing Segregation: housing policy solutions for a stronger society*, pp. 93-119. Oxford, UK: Oxford University Press.

Tegeler, P. (2018). Affirmatively furthering Fair Housing and the *Inclusive Communities Project* case. In Metzger, M., and Webber, H. (eds.) *Facing Segregation: housing policy solutions for a stronger society*, pp. 77-91. Oxford, UK: Oxford University Press.

Young, I. (2002). *Inclusion and democracy*. Oxford: Oxford University Press.

Reparations: The Big Payback [podcast]: <https://reparationsbigpayback.com/>

<https://reparationsbigpayback.com/episode/episode-twelve-the-value-of-reconciliation/>

SCHEDULE OF READINGS AND ASSIGNMENTS

| Week | Day | Topic | Lesson Plan | Assigned Materials | Assignment deadlines |
|------|--------|---|--|--|----------------------|
| 1 | Jan 20 | Introduction to the class | Presentation: introducing the course – toward a just city? Activity: Participant introductions Exercise: Creating Community Guidelines | <input type="checkbox"/> Read Syllabus | |
| 2 | Jan 25 | Theoretical Framework: Social Justice and the City | Exercise: Formalizing practices for inclusive and collaborative learning Presentation: Paradigms of Justice Activity: Envisioning the Just City | <input type="checkbox"/> Fainstein <input type="checkbox"/> Greene et al. <input type="checkbox"/> On being seen and heard | |
| 2 | Jan 27 | Theoretical Framework: The link between society and space | Presentation: Lefebvre and the social production of space Activity: Grounding course concepts in our lived experiences | <input type="checkbox"/> McCann <input type="checkbox"/> Lefebvre <input type="checkbox"/> Eaves et al. | RR1 |
| 3 | Feb 1 | Racial segregation in America | Presentation: American Apartheid? Exercise: identifying the causes and consequences of racial segregation in US cities | <input type="checkbox"/> Coates <input type="checkbox"/> The Geography of Inequality <input type="checkbox"/> Code Switch | |

| Week | Day | Topic | Lesson Plan | Assigned Materials | Assignment deadlines |
|------|--------|--|--|--|----------------------|
| 3 | Feb 3 | Theoretical Framework: geographies of race and racism | <p>Activity: Discussing how space and race inform each other in North American Cities</p> <p>Exercise: documenting ideas about race and diversity in US society</p> <p>Activity: Investigating the “knapsack of privilege”: embodied geographies</p> | <input type="checkbox"/> Omi and Winant <input type="checkbox"/> McIntosh <input type="checkbox"/> Eaves | RR2 |
| 4 | Feb 8 | The Causes and Extent of Racial Segregation | <p>Activity: evaluating different perspectives about the causes of racial segregation</p> | <input type="checkbox"/> Ellen <input type="checkbox"/> Adelman & Mele | RR3 |
| 4 | Feb 10 | Segregation, Exclusion, and Diversity in the 21 st Century City | <p>Activity: examining segregation at the city level – exploring segregation through City Snapshots</p> <p>Exercise: Drawing a “big picture” view of segregation and exclusion in US cities</p> | <input type="checkbox"/> OBI-Roots <input type="checkbox"/> OBI-Press Release <input type="checkbox"/> Mapping Race in America | |
| 5 | Feb 15 | Policy Responses to Segregation: Integration and its alternatives | <p>Activity: Jigsaw discussion of three policy responses</p> | <input type="checkbox"/> Sard <input type="checkbox"/> Joseph <input type="checkbox"/> Tegeler | RR4 |
| 5 | Feb 17 | Differentiated Solidarity | <p>Activity: Discussing Young’s proposal for Differentiated Solidarity</p> <p>Exercise: Comparing policies responses: which way toward the just city?</p> | <input type="checkbox"/> Young – Chapter 6 <input type="checkbox"/> Reparations podcast | RR5 |

| Week | Day | Topic | Lesson Plan | Assigned Materials | Assignment deadlines |
|------|--------|---|---|--|--------------------------------------|
| 6 | Feb 22 | Differentiated Solidarity In Focus | <p>Presentation: Social Equity and Spatial Planning – the case of the Race and Social Justice Initiative</p> <p>Activity: Exploring differentiated solidarity in practice</p> | □ Young Chapter 2 | |
| 6 | Feb 24 | Work on position paper | <i>No class meeting</i> | | 1 st public mtg by Feb 25 |
| 7 | Mar 1 | Debate preparation | Exercise: preparing for the debate | | PP 1 |
| 7 | Mar 3 | Taking a stand on segregation and desegregation | Activity: Debating Differentiated Solidarity | | |
| 8 | Mar 8 | The sprawling city – another side of segregation | <p>Lecture: The Causes of suburbanization: economic and political structures</p> <p>Activity: Debriefing first public meeting</p> | □ Hanlon et al. | |
| 8 | Mar 10 | The Causes of suburbanization: personal perceptions and choices | <p>Exercise: Defining sprawl and considering its implications for a just city</p> <p>Activity: Mid-course input</p> | □ Nocera □ This American Life | RR6 |
| 9 | Mar 15 | Spring Break | | | |
| 9 | Mar 17 | Spring Break | | | |

| 10 | Mar 22 | Theoretical Framework: The right to the city | Exercise: spatializing the right to the city Activity: reviewing counter-mapping efforts – an expression of the right to the city? | <input type="checkbox"/> Harvey <input type="checkbox"/> Podmore <input type="checkbox"/> Giesecking | |
|------|--------|--|--|--|----------------------|
| Week | Day | Topic | Lesson Plan | Assigned Materials | Assignment deadlines |
| 10 | Mar 24 | Gentrification: toward an urban renaissance? | Presentation: Defining & Understanding Gentrification as a process of neighborhood change Activity: Digging into the controversy of gentrification | <input type="checkbox"/> Fig & York <input type="checkbox"/> Chaskin & Joseph | proposal |
| 11 | Mar 29 | The lived experiences of gentrification | Activity: Reflections on <i>Flag Wars</i> , York & Fig, and personal narratives Exercise: Synthesizing theory and practice to understand gentrification | <input type="checkbox"/> Flag Wars <input type="checkbox"/> Spoken word narratives – listed on Moodle | |
| 11 | Mar 31 | Can gentrification be managed? | Presentation: Climate Justice and Environmental Gentrification Activity: Discussing the potential to limit the ‘bads’ of gentrification | <input type="checkbox"/> Lupton <input type="checkbox"/> Lambert <input type="checkbox"/> Hertz <input type="checkbox"/> Kirk <input type="checkbox"/> Aguelovski et al. | RR7 |
| 12 | Apr 5 | Inside the Gentrification Industrial Complex | Urban Development Simulation | | |
| 12 | Apr 7 | Debates about Gentrification | Activity: Thinking critically about the pros and cons of neighborhood change | <input type="checkbox"/> Byrne <input type="checkbox"/> powell and Spencer | RR8 |

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|-------------|------------|-----------------------------------|---|--|--------------------------------------|
| 13 | Apr 12 | Debate preparation | Exercise: preparing for the debate | | PP2 |
| 13 | Apr 14 | Taking a stand on gentrification | Activity: Debating gentrification | | 2nd public mtg by Apr 15 |
| Week | Day | Topic | Activities & Mode of Engagement | Assigned Materials | Assignment deadlines |
| 14 | Apr 19 | Creating Inclusive City Spaces | Activity: Discussing the production of space for inclusion and democracy | <input type="checkbox"/> Klinenburg <input type="checkbox"/> Design for the Just City | IPC Reflection |
| 14 | Apr 21 | Planning for inclusion and equity | Presentation: Equity planning and the potential of design Activity: Re-visioning the just city | <input type="checkbox"/> Griffin <input type="checkbox"/> Just City Essay selection <input type="checkbox"/> Future of the American City | |
| 15 | Apr 26 | Toward the Just City I | Activity: Independent Research Symposium | | Moving Toward the Just City Analysis |
| 15 | Apr 28 | Toward the Just City II | Activity: Independent Research Symposium | | |
| 16 | May 5 | City Life Final Exam 1:30-3:30 pm | <i>No class meeting</i> | | Final Portfolio + reflection |