

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 2024
Tues & Thurs: 3:00 – 4:30 pm
Classroom: Theater 200

Drop-in Hours: Tues 9:30 – 11 am | Wed 12:30 – 2 pm | Thur 1:30 – 2:30 pm | and by appointment.

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Teaching Assistant

Meeting Times: TBD 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 racist patterns of housing and neighborhood 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, gender, and ability are at the heart of these issues. This course therefore also considers how the intersectionality of race, class, gender, and ability 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 and watching media content, and working on course

assignments, which will include engagement with off-campus communities. The synchronous, 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 meeting of a public agency tasked with governing and decision-making twice during our course. I have city council, school board, 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 18 years and revised 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 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 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.

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 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 drop-in 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.

POLICIES

Office Drop-in times

Drop-in time or Drop-in Hours are when you're welcome to drop by my office in 104e Carnegie Hall. No appointment is necessary, but I do recommend that you make one. You can sign up by navigating to my Google calendar:

<https://calendar.google.com/calendar/selfsched?sstoken=UUdZZm5wZURDYXBhfGRlZmF1bHR8ZjQ5MjlmNTdmMTAzYmU1ZDlhODkxYmZjODQ0Yzc3ZWU>

Think of “drop-in 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. We can also use them for academic advising and to get to know each other better. Above all, I understand that coming to drop-in hours is an act of trust. I pledge to respect you and earn your trust through careful listening and compassionate support.

My drop-in 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. Drop-in times for Spring semester are scheduled for Tuesdays, 9:30 – 11 am; Wednesdays, 12:30 – 2 pm; Thursday's 1:30 – 2:30 pm. 1:15 – 2:15 pm; and, by appointment. There are no Drop-in Times on April 16, 17, and 18 and I will not hold office drop-in times during Spring Breaks. If the scheduled times do not work for you, don't hesitate to contact (via email or otherwise) and we can make an appointment for an alternative time.

How to schedule an appointment

Make an appointment for a specific time by navigating to my google calendar:

https://docs.google.com/document/d/1D260a0Arw5Jrfeh9V8dohURcWv9_LJc4Kw5hu92hLyo/edit?usp=sharing

or scan here →



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. 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

Showing up plays an essential role in learning. I encourage and expect you to attend all scheduled in-person/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 still 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. This includes Artificial Intelligence tools like Chat GPT and Google Bard. 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.

Use of Artificial Intelligence

In this course, you may use AI tools (such as Bard or ChatGPT) to help you generate ideas and to brainstorm. However, you should note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that overuse of AI may stifle your independent thinking and creativity, and use any tools (for generating text, code, video, audio, images, or translation) wisely and carefully.

You may not submit any work generated by an AI program as your own. If you include material—including both *ideas* and *language*—generated by an AI program, it should be cited like any other reference material, both in this course and at Macalester College in general. If you have any questions, please feel free to contact me.

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' interests 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 people 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 work. Above all, the portfolio format ensures that you can 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 Cecelia, Dan, or Noah 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. Additionally, they will be marked as completed, however, and won't receive feedback. 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 Feb 27
2. Position paper 2: taking a stand on gentrification – due April 9
3. Reflection on Young's *Inclusive Political Communication* – due Mar 5
4. Independent research essay: Moving toward a just city – due April 23
5. Culminating reflection & final portfolio – due by May 4

Low-stakes writing exercises

- Reading Reflections
Over the course of the term 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 10 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 24th and your second by March 27th. 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.
- Final Reflection
A reflection on your learning and growth in the course accompanies your final portfolio, due by May 4th.

Grading: Contract for a B

In this course, grades will be based on 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. If you have tokens, feel free to use them by telling me: “Dan, I’m using two tokens to extend the deadline for this assignment.” You don’t have to ask for permission. The tokens have permission “baked-in” to them.

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 contract.

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 semester.

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.

Boston, A. (2020). Gentrifying the city: from racialized neglect to racialized reinvestment. Social Science Research Council. Available online: <https://items.ssrc.org/layered-metropolis/gentrifying-the-city-from-racialized-neglect-to-racialized-reinvestment/>

Byrne, J. (2003). Two cheers for gentrification. *Howard Law Review* 46(3): 405 – 432.

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/>

Daley, P. (2016). Can Indigenous culture ever coexist with urban planning? *The Guardian*, November 22. Available online: <https://www.theguardian.com/sustainable-business/2016/nov/22/can-indigenous-culture-ever-coexist-with-urban-planning>

Divided We Fall (2020). Reparations: a view from both sides. Available online: https://dividedwefall.org/reparations/?gclid=CjwKCAiAqt-dBhBcEiwATw-ggHsNDLdjKemutECbNixtmZEi63JONI41RNOH5tWrsxUTCa0BDT5_fhoCHccQAvD_BwE

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.

Ellis, (2020). Minneapolis had this coming. *The Atlantic* (June 9). Available online: <https://webcache.googleusercontent.com/search?q=cache:https://www.theatlantic.com/ideas/archive/2020/06/minneapolis-long-overdue-crisis/612826/>

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.

Fincher, R., Iveson, K., Leitner, H., & Preston, V. (2019). *Everyday equalities: making multicultures in settler colonial cities*. University of Minnesota Press.

Freeman, L. (2016). Five myths about gentrification. *The Washington Post*, June 3. <https://webcache.googleusercontent.com/search?q=cache:https://www.washingtonpost.com/opin>

[ions/five-myths-about-gentrification/2016/06/03/b6c80e56-1ba5-11e6-8c7b-6931e66333e7_story.html](https://www.urban.org/sites/default/files/publication/102821/creating-places-of-opportunity-for-all_3.pdf).

- 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.
- 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/>
- HoSang, D., LaBennett, O., & Pulido, L. (2012). *Racial formation in the twenty-first century*. University of California Press.
- 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/>
- Klinenburg, 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 gentrifer. *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.
- Lipsitz, G. (2011). *How Racism takes place*. Philadelphia: Temple University Press.
- 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.

Nejad, S., Walker, R., Macdougall, B., Belanger, Y., & Newhouse, D. (2019). “This is an Indigenous city; why don’t we see it?” Indigenous urbanism and spatial production in Winnipeg. *The Canadian Geographer* 63(3): 413-424.

Othering and Belonging Institute’s Roots of Structural Racism Project
<https://belonging.berkeley.edu/roots-structural-racism>

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.

Poverty Action Lab [No Date]. Evaluating the Impact of Moving To Opportunity in the United States. Available online: <https://www.povertyactionlab.org/evaluation/evaluating-impact-moving-opportunity-united-states>

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.

Thompson-Fawcett, M. (2019). A tale of tū cities: The role of Māori thinking in shaping our urban future. *The Spinoff*, January 10. Available online: <https://thespinoff.co.nz/atea/10-01-2019/a-tale-of-tu-cities-the-role-of-maori-thinking-in-shaping-our-urban-future>

Walker, J., Carvalho, M., & Diaconescu, I. (2020). *Urban Claims and the Right to the City: Grassroots Perspectives from Salvador da Bahia and London*. University College of London.

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

Zasloff, J. (2018). How to make Fair Housing truly fair. *Slate* (April 11). Available online: <https://webcache.googleusercontent.com/search?q=cache:https://slate.com/business/2018/04/fix-the-fair-housing-act-by-paying-people-to-integrate-segregated-neighborhoods.html>

SCHEDULE OF READINGS AND ASSIGNMENTS

Week	Day	Topic	Lesson Plan	Assigned Materials	Assignment deadlines
1	Jan 18	Introduction to the class	<p>Presentation: introducing the course – toward a just city?</p> <p>Activity: Participant introductions</p> <p>Exercise: Creating Community Guidelines</p>	<input type="checkbox"/> Read Syllabus	
2	Jan 23	Theoretical Framework: Social Justice and the City	<p>Exercise: Formalizing practices for inclusive and collaborative learning</p> <p>Presentation: Paradigms of Justice</p> <p>Activity: Envisioning the Just City</p>	<input type="checkbox"/> Fainstein <input type="checkbox"/> Greene et al. <input type="checkbox"/> Griffin	
2	Jan 25	Theoretical Framework: The link between society and space	<p>Presentation: Lefebvre and the social production of space</p> <p>Activity: Grounding course concepts in our lived experiences</p>	<input type="checkbox"/> McCann <input type="checkbox"/> Lefebvre <input type="checkbox"/> Eaves et al.	RR1
3	Jan 30	Racial segregation in America	<p>Presentation: American Apartheid?</p> <p>Exercise: identifying the causes and consequences of racial segregation in US cities</p>	<input type="checkbox"/> Coates <input type="checkbox"/> The Geography of Inequality <input type="checkbox"/> Code Switch <input type="checkbox"/> Zasloff	

Week	Day	Topic	Lesson Plan	Assigned Materials	Assignment deadlines
3	Feb 1	Theoretical Framework: geographies of race and racism	<p>Activity: Discussing how space and race inform each other in North American Cities</p> <p>Presentation: How racism takes place</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"/> HoSang et al. <input type="checkbox"/> Lipsitz <input type="checkbox"/> Ellis	RR2
4	Feb 6	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 8	Segregation, Exclusion, and Diversity in the 21 st Century City	<p>Activity: examining segregation at the city level</p> <p>Exercise: working in assigned pairs, share summary and reflection of an assigned “City Snap Shot”</p>	<input type="checkbox"/> OBI-Roots <input type="checkbox"/> OBI-Press Release <input type="checkbox"/> Mapping Race in America <input type="checkbox"/> Poverty Action Lab	
5	Feb 13	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

Week	Day	Topic	Lesson Plan	Assigned Materials	Assignment deadlines
5	Feb 15	Differentiated Solidarity	Activity: Discussing Young's proposal for Differentiated Solidarity Exercise: Comparing policies responses: which way toward the just city?	<input type="checkbox"/> Young – Chapter 6 <input type="checkbox"/> Divided we Fall: Reparations	RR5
6	Feb 20	Differentiated Solidarity In Focus	Presentation: Social Equity and Spatial Planning – the case of the Race and Social Justice Initiative Activity: Exploring differentiated solidarity in practice	<input type="checkbox"/> Young Chapter 2	
6	Feb 22	Work on position paper	<i>No class meeting</i>		1 st public mtg by Feb 23
7	Feb 27	Debate preparation	Exercise: preparing for the debate		PP 1
7	Feb 29	Taking a stand on segregation and desegregation	Activity: Debating Differentiated Solidarity		
8	Mar 5	Exploring differentiated solidarity: Indigenous Urbanism and Planning	Activity: Debriefing first public meeting Presentation: Design and Indigenous Urbanism: The case of Phalen Creek	<input type="checkbox"/> Daley <input type="checkbox"/> Nejad	IPC Reflection
8	Mar 7	Exploring differentiated solidarity: Indigenous Urbanism and Planning	Exercise: Moving toward the just city?: Examining the potential of Indigenous Urbanism Activity: Mid-course input	<input type="checkbox"/> Thompson-Fawcett <input type="checkbox"/> TBD	RR6

Week	Day	Topic	Lesson Plan	Assigned Materials	Assignment deadlines
9	Mar 12	Spring Break			
9	Mar 14	Spring Break			
10	Mar 19	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"/> Art Consciousness <input type="checkbox"/> Latin Elephant	
10	Mar 21	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"/> Boston <input type="checkbox"/> Freeman	proposal by Mar 24
11	Mar 26	The lived experiences of gentrification	Activity: Reflections on <i>Flag Wars</i> , York & Fig, and personal narratives Activity: Considering design, access, and gentrification Exercise: Synthesizing theory and practice to understand gentrification	<input type="checkbox"/> Flag Wars <input type="checkbox"/> Spoken word narratives – listed on Moodle <input type="checkbox"/> TBD	2nd public mtg by Mar 27
11	Mar 28	Can gentrification be managed?	Presentation: Climate Justice and Environmental Gentrification Activity: Discussing the potential to limit the ‘bads’ of gentrification Activity: Debriefing inclusive communication strategies	<input type="checkbox"/> Lupton <input type="checkbox"/> Lambert <input type="checkbox"/> Hertz <input type="checkbox"/> Kirk <input type="checkbox"/> Anguelovski et al.	

Week	Day	Topic	Activities & Mode of Engagement	Assigned Materials	Assignment deadlines
12	Apr 2	Inside the Gentrification Industrial Complex	Urban Development Simulation		
12	Apr 4	Debates about Gentrification	Activity: Thinking critically about the pros and cons of neighborhood change	<input type="checkbox"/> Byrne <input type="checkbox"/> powell and Spencer	RR7
13	Apr 9	Debate preparation	Exercise: preparing for the debate		PP2
13	Apr 11	Taking a stand on gentrification	Activity: Debating gentrification		
14	Apr 16	Creating Inclusive City Spaces	<p>Recorded presentation: Equity planning and the potential of design</p> <p>Asynchronous activity: Discussing the production of space for inclusion and democracy</p>	<input type="checkbox"/> Klinenburg <input type="checkbox"/> Design for the Just City <input type="checkbox"/> Fincher et al	RR8
14	Apr 18	No class	Work on your Moving toward the Just City essay		
15	Apr 23	Toward the Just City I	Activity: Independent Research Symposium		Moving Toward the Just City Analysis
15	Apr 25	Toward the Just City II	Activity: Independent Research Symposium		
16	May 4	City Life Final Exam 10:30 am -12:30 pm	<i>No class meeting</i>		Final Portfolio + Reflection