

# UP 800: Race in the City

Spring 2022

Class Time:  
T/Th 2:40 pm to 4:00 pm

Class Location:  
Human Ecology Building  
Room 309

## Instructor Information

Instructor	Email/Office	Office Hour Location & Date/Times
Deyanira Nevárez Martínez	<a href="mailto:Nevarez1@msu.edu">Nevarez1@msu.edu</a> Human Ecology Building Room 201F	Monday/11:00 am - 12:00 pm (and by appointment)

## Teaching Remotely:

This course will be taught remotely for at least the first 3 weeks. During this time the course will be taught using both synchronous and asynchronous teaching methods.

### What does this mean?

- Synchronous instruction refers to instruction that is live and delivered in real-time.
- Asynchronous instruction refers to instruction that is recorded.

### What does this mean for this course?

For this course you will be expected to join for live lectures at the assigned class time on T/Th. The live lectures will be recorded in case you are unable to attend class and will need to watch them asynchronously. Additionally, I will post video and other multimedia material that you can watch on your own time.

## General Information

### Course Description

The course will make the case that there is a salient and important relationship between race, place, and power. We will explore how the city is experienced and imagined differently when using race as our lens. We will focus on the spatial aspects of racial inequality; however, we will also explore other types of inequality. Topics that will be touched upon will include racial segregation, concentrated poverty, and public policy structures. Together, through course materials and class discussions, we will unpack how these inequalities play out for individuals, communities, and society. Ultimately, we will explore how many of these issues were created and are maintained by public policy decisions and how urban planners are involved in this process.

## Expectations and Goals

**Class Attendance and Readings/Class Participation:** Students will be expected to attend classes remotely (for the first 3 weeks of the semester) and in-person after that. Students are also expected to participate in class discussions. Course readings will be available on D2L.

**Reading Interrogations:** Students will be required to write 5 interrogations based on the readings. You will pick which sets of readings you want to interrogate and turn the paper in via D2L on Thursday of every week. These will be due throughout the semester and should be submitted via D2L. The idea for these interrogations is not to write elaborate reading notes, but to interrogate the central arguments, issues, and strands of the assigned readings and if pertinent relate them to readings, discussions, and other materials for the class. The expectation is that you will write no more than 2 pages per interrogation, and you will relate them back to their implications for planning as a field.

**Class Facilitation:** You will help facilitate class discussion during one of our (Thursday) weekly meetings. You should ask questions that lead us through the readings and engage the week's themes as listed in the syllabus.

**Critical Analysis Final Paper and Presentation:** Each student will be required to write a final paper based on a weekly topic and present the paper to the class. **An abstract that describes your paper and presentation will be due on March 01, 2022, by midnight on D2L.** You will turn in a 5-page double-spaced paper in which you will critically analyze a weekly topic. You will draw from the lectures presented for your chosen week, the assigned readings, and any additional material you deem relevant. You will be expected to make a clear argument about the importance and contemporary salience of this topic to the planning field. You are expected to include mostly peer reviewed academic sources to frame your paper but acknowledging that other ways of knowing are equally important in our society you are welcome to bring in other forms of knowledge as long as you provide proper attribution and reasoning for their inclusion. In addition to the paper, you will prepare a 10-minute presentation based on the paper to present to the class. The class will then have 5 minutes to ask you questions regarding your chosen topic and your argument for its implication to the field of planning. For the purposes of this class a "presentation" can mean a traditional talk with a PowerPoint, a poster, a skit, or any other way that you feel will best illustrate your argument to the class.

## Grading Structure

**Attendance and Reading/Class Participation:** 30 points (1 point per class attended - can miss up to 2 classes without questions/penalty. If you require more flexibility, please make prior arrangements with professor)

**Interrogations:** 15 points (3 points each)

**Class Facilitation:** 15 points

**Final Critical Analysis Paper Presentation:** 15 points

**Critical Analysis Paper:** 25 points

**Total: 100 points**

GRADE	PERCENTAGE
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%
P	70-100%
NP	0-69%

Instructor reserves the right to make changes to the syllabus with notice.

### **Required Textbooks and Course Materials**

There is no book required for this class. The professor will provide copies of all readings through the course website on D2L.

### **Additional Course Materials**

Additional course materials will be posted on the course website on D2L.

### **Health and Safety**

Students will be online for the first 3 weeks of class.

When and if we return to class in-person students are expected to follow all relevant MSU guidelines and policies regarding social distancing and use of face coverings:

<https://ehs.msu.edu/index.html>

### **Technical Assistance**

If you need technical assistance at any time during the course or to report a problem you can:

Visit the [Distance Learning Services Support Site](#)

Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (<http://help.d2l.msu.edu/> )

Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

### **Resource Persons with Disabilities (RCPD)**

To make an appointment with a specialist, contact: (517) 353-9642

Or TTY: (517) 355-1293

Web site for RCPD: <http://MYProfile.rcpd.msu.edu>

## Spartan Code of Honor

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”

Website: [honorcode.msu.edu](http://honorcode.msu.edu)

## Course Schedule

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
[Week 1]				
01/11/2022	Course Introduction/ Race and Racial Formation	<p>1. Omi, M., &amp; Winant, H. (2004). Racial formations. In M. Omi &amp; H. Winant (Eds.), <i>Racial formation in the United States</i>, (2nd Edition) (pp. 3-13). New York, NY: Routledge</p> <p>2. Massey, D.S.(2009). “Racial Formation in Theory and Practice: The Case of Mexicans in the United States.” <i>Race and Social Problems</i> 1(1): 12-26.</p> <p>3. Haney López, I. F. (1994). The social construction of race. In Richard Delgado (Ed.) <i>Critical Race Theory: The cutting edge</i> (pp. 191-203). Philadelphia, PA: Temple University.</p> <p>Optional:</p> <p>1. <i>Keywords for Radicals</i> eds Kelly Fritsch, Clare O’Connor, and AK Thompson - Race</p> <p>2. Morning, Ann. 2005. "Keyword: Race." <i>Contexts</i> 4:44-46. (<a href="https://journals.sagepub.com/doi/pdf/10.1525/ctx.2005.4.4.44">https://journals.sagepub.com/doi/pdf/10.1525/ctx.2005.4.4.44</a>)</p>	<p>1. DECODED- MTV News Are Hispanics White? <a href="https://youtu.be/aosT6Kecj24">https://youtu.be/aosT6Kecj24</a></p>	

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
01/13/2022	Building Racial Categories	<p>1. Kay J. Anderson, "The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category," <i>Annals of the Association of American Geographers</i>, Vol. 77, No. 4. (Dec., 1987), pp. 580-598.</p> <p>2. Ward, Josi. "Dreams of Oriental Romance": Reinventing Chinatown in 1930s Los Angeles." <i>Buildings &amp; Landscapes: Journal of the Vernacular Architecture Forum</i> 20, no. 1 (2013): 19-42.</p> <p>2. Yip, Christopher L. "Californian Chinatowns: Built Environments Expressing the Hybridized Culture of Chinese Americans." In <i>Hybrid Urbanism : On the Identity Discourse and the Built Environment</i>, edited by Nezar AlSayyad. Westport and London: Praeger, 2001.</p>		
[Week 2]				
01/18/2022	Settler Colonialism	<p>1. Wolfe, P. (2006). Settler Colonialism and the Elimination of the Native. <i>Journal of Genocide Research</i>, 8(4), 387-409.</p> <p>2. "Introduction" and "The Last of the Mohicans and Andrew Jackson's White Republic", from <i>An Indigenous People's History of the United States</i> by Roxanne Dunbar-Ortiz (2014)</p>	<p>1. MSU Land Acknowledgement <a href="https://aiis.msu.edu/land/">https://aiis.msu.edu/land/</a></p> <p>2. Why is it important to say "settler colonialism" instead of "westward expansion"? <a href="https://youtu.be/Doi3CnT8qs">https://youtu.be/Doi3CnT8qs</a></p> <p>3. The Settler colonial Project <a href="https://settlercolonialcityproject.org/">https://settlercolonialcityproject.org/</a></p>	

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
		<p>3. Tuck, E., &amp; Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, education &amp; society</i>, 1(1).</p>		
01/20/2022	Whiteness	<p>1. Lewis, A. E. (2004). "What group?" Studying Whites and Whiteness in the era of "colorblindness." <i>Sociological Theory</i>, 22(4), 623-646.</p> <p>2. DiAngelo, R. (2011). White fragility. <i>The International Journal of Critical Pedagogy</i>, 3(3).</p> <p>3. George Lipsitz. 2008. "The Possessive Investment in Whiteness" in Paula Rothenberg, ed. <i>White Privilege: Essential Readings on the Other Side of Racism</i>. Worth Publishers: New York. CCLE Optional:</p> <p>1. McIntosh, Peggy. 1988. "White Privilege: Unpacking the Invisible Knapsack." <i>White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies</i>. <a href="https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack">https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack</a></p> <p>2. Ananya Roy. 2016. "Divesting from Whiteness: The University in the Age of Trumpism" <i>Society and Space</i> <a href="http://societyandspace.org/2016/11/28/divestingfrom-">http://societyandspace.org/2016/11/28/divestingfrom-</a></p>	<p>1. Anderson, C. (August 29, 2014) "Ferguson isn't about black rage against cops. It's white rage against progress." Washington Post: <a href="https://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-cops-it-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html?utm_term=.b8ce65b3ef53">https://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-cops-it-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html?utm_term=.b8ce65b3ef53</a></p>	

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
		<a href="#">whiteness-the-university-in-the-age-of-trumpism/</a> (available online).		
<b>[Week 3]</b>				
01/25/2022	<b>Race, Poverty and Segregation</b>	<p>1. Galster, George C. and Sean P. Killen. (1995). "The Geography of Metropolitan Opportunity: A Reconnaissance and Conceptual Framework." Housing Policy Debate</p> <p>2. Vojnovic, I., &amp; Darden, J. T. (2013). Class/racial conflict, intolerance, and distortions in urban form: Lessons for sustainability from the Detroit region. <i>Ecological Economics</i>, 96, 88-98.</p>	<p>1. This American Life "The Problem we all Deal With" <a href="https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one">https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one</a></p>	
01/27/2022	<b>Race, Poverty and Segregation</b>	<p>1. Bischoff, K. (2008). "School District Fragmentation and Racial Residential Segregation: How Do Boundaries Matter?" Urban Affairs Review</p> <p>2. Baum-Snow, Nathaniel. 2007. "Did Highways Cause Suburbanization?" The Quarterly Journal of Economics</p> <p>3. Hirt, Sonia. 2015. "The rules of residential segregation: US housing taxonomies and their precedents" Planning Perspectives</p> <p>Optional:</p> <p>1. Jackson, Kenneth T. (1985). Crabgrass Frontier: The Suburbanization of the United States. Oxford University Press. Chapter 11.</p>	<p>1. Schwab, Katherine. 2018. "The Racist Roots Of "Urban Renewal" And How It Made Cities Less Equal." <a href="https://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal">https://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal</a></p> <p>2. NPR Fresh Air "Historian Says Don't 'Sanitize' How our Government Created Ghettos" <a href="https://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos">https://www.npr.org/2015/05/14/406699264/historian-says-dont-sanitize-how-our-government-created-the-ghettos</a></p> <p>3. Planet Money- Episode 698: The Long Way Home</p>	

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
			<a href="https://www.npr.org/sections/money/2016/04/29/476179674/episode-698-the-long-way-home">https://www.npr.org/sections/money/2016/04/29/476179674/episode-698-the-long-way-home</a>	
<b>[Week 4]</b>				
02/01/2022	<b>Asserting and Contesting Urban Racial Identity</b>	<p>1. Poe, Tracy N. "The Origins of Soul Food in Black Urban Identity: Chicago, 1915-1947." <i>American Studies International</i> 37, no. 1 (1999): 4-33.</p> <p>2. Rothstein, Richard. <i>The Color of Law: A Forgotten History of How Our Government Segregated America</i>. First edition. New York: Liveright Publishing Corporation, 2017, vii-xvii; 214-239; notes.</p> <p>3. Harris, Dianne. <i>Little White Houses: How the Postwar Home Constructed Race in America</i>. Minneapolis: University of Minnesota Press, 2013, ix-xi; 1-25; notes.</p> <p>Optional:</p> <p>1. Morrison, Toni. "Home." In <i>The House That Race Built</i>, edited by Wahneema Lubiano. New York, NY: Vintage Books, 1998.</p>		
02/03/2022	<b>Asserting and Contesting Urban Racial Identity</b>		<p>Class watches Documentary "Owned, a Tale of Two Americas" (2019) Giorgio Angelini</p>	



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<b>[Week 5]</b>				
02/08/2022	<b>Race and Racism</b>	<p>1. Bonilla-Silva, E. (2015). The structure of racism in color-blind, "post-racial" America. <i>American Behavioral Scientist</i>, 59(11), 1358-1376.</p> <p>Optional:</p> <p>2. Bell, D. (2000). Wanted: A White leader able to free Whites of racism. <i>UC Davis Law Review</i>, 33(3), 527-544.</p> <p>3. Castagno, A. E. (2005). Extending the bounds of race and racism: Indigenous women and the persistence of the Black-White paradigm of race. <i>Urban Review</i>, 37(5), 447-468.</p> <p>Optional:</p> <p>1. Bonilla-Silva, E. (1999). The essential social fact of race. <i>American Sociological Review</i>, 64(6), 899-906.</p> <p>2. Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. <i>American sociological review</i>, 465-480.</p> <p>3. Bonilla-Silva, E., &amp; Baiocchi, G. (2001). Anything but racism: How sociologists limit the significance of racism. <i>Race and society</i>, 4(2), 117-131.</p>	<p>1. Grant-Thomas, A. &amp; John A. Powell. (2006). Poverty &amp; Race. <a href="https://www.prrac.org/toward-a-structural-racism-framework/">https://www.prrac.org/toward-a-structural-racism-framework/</a></p> <p>2. Kendi, I. X. (2018). "The Heartbeat of Racism Is Denial." <i>The New York Times</i>. <a href="https://www.nytimes.com/2018/01/13/opinion/sunday/heartbeat-of-racism-denial.html">https://www.nytimes.com/2018/01/13/opinion/sunday/heartbeat-of-racism-denial.html</a></p> <p>3. Blake, J. (2014). <a href="https://www.cnn.com/2014/11/26/us/ferguson-racism-or-racial-bias/index.html">https://www.cnn.com/2014/11/26/us/ferguson-racism-or-racial-bias/index.html</a></p> <p>4</p> <p>4. Desmond-Harris, J. (2016). Implicit bias means we're all probably at least a little bit racist. <i>Vox</i>. <a href="https://www.vox.com/2014/12/26/7443979/racism-implicit-racial-bias">https://www.vox.com/2014/12/26/7443979/racism-implicit-racial-bias</a></p>	

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
		<p>4. Bell, D. (1992). The space traders. <i>Faces at the bottom of the well: The permanence of racism</i>, 175-76.</p>		
02/10/2022	Race and Anti-Racism	<p>1. Walsh, E. A. (2018). White fragility as an obstacle to anti-racist resilience planning: Opportunities for equity-conscious partnerships. <i>Journal of Urban Management</i>, 7(3), 181-189.</p> <p>2. Knapp, C. E. (2018). Integrating critical autobiography to foster anti-racism learning in the urban studies classroom: Interpreting the “Race and Place” stories of undergraduate students. <i>Journal of Planning Education and Research</i>, 0739456X18817822.</p>	<p>1. The Aspen Institute. (2016). Glossary of Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis. <a href="https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf?_ga=2.178041953.579773865.1547570904-1151514944.1547570904">https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf?_ga=2.178041953.579773865.1547570904-1151514944.1547570904</a></p> <p>2. Jay, Smooth. (2011). “How I learned to Stop Worrying and Love Discussing Race.” <a href="https://www.youtube.com/watch?v=MbdxeFcQtAU">https://www.youtube.com/watch?v=MbdxeFcQtAU</a></p> <p>3. On The Media. “Getting Racist Ideas Backwards.” <a href="https://www.wnycstudios.org/podcasts/otm/segments/racism-enduring-misconception">https://www.wnycstudios.org/podcasts/otm/segments/racism-enduring-misconception</a></p> <p>4. Urban Planning as a Tool of White Supremacy - the other lesson from Minneapolis. <a href="https://theconversation.com/urban-planning-as-a-tool-of-white-supremacy-the-other-">https://theconversation.com/urban-planning-as-a-tool-of-white-supremacy-the-other-</a></p>	

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
			<a href="#">lesson-from-minneapolis-142249</a>	
<b>[Week 6]</b>				
02/15/2022	<b>Neighborhood Change and Gentrification</b>	<p>1. Pattillo, Mary. Black on the block: The politics of race and class in the city. University of Chicago Press, 2008. - Chapter 7</p> <p>2. Sharkey, Patrick. 2008. "The Intergenerational Transmission of Context." American Journal of Sociology</p> <p>3. Chapter 8. Reinventing Older Communities Through Mixed-Income Development: What Are We Learning from Chicago's Public Housing Transformation? –Mark L. Joseph</p>	<p>1. There goes the neighborhood Episode 6. It's Complicated. <a href="https://www.wnycstudios.org/podcasts/neighborhood/episodes/its-complicated-culture-clash-brooklyn-neighborhood-gentrification">https://www.wnycstudios.org/podcasts/neighborhood/episodes/its-complicated-culture-clash-brooklyn-neighborhood-gentrification</a></p> <p>2. There goes the neighborhood. Episode 7. Trickery, Fraud, and Deception. <a href="https://www.wnycstudios.org/podcasts/neighborhood/episodes/trickery-fraud-deception-foreclosures-scams-brooklyn-neighborhood-gentrification">https://www.wnycstudios.org/podcasts/neighborhood/episodes/trickery-fraud-deception-foreclosures-scams-brooklyn-neighborhood-gentrification</a></p>	
02/17/2022	<b>Neighborhood Change and Gentrification</b>	<p>1. Kirkland, E. (2008). What's Race Got to Do With it? Looking for the Racial Dimensions of Gentrification. <i>Western Journal of Black Studies</i>, 32(2).</p> <p>2. Zukin, S., Lindeman, S., &amp; Hurson, L. (2017). The omnivore's neighborhood? Online restaurant reviews, race, and gentrification. <i>Journal of Consumer Culture</i>, 17(3), 459-479.</p>		

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
<b>[Week 7]</b>				
02/22/2022	<b>Racial Inequality in Education</b>	<p>1. Owens, Ann. 2016. "Inequality in Children's Contexts: The Economic Segregation of Households With and Without Children." American Sociological Review</p> <p>2. Schwartz, Heather. 2010. "Housing Policy Is School Policy: Economically Integrative Housing." A Century Foundation Report</p> <p>3. Reardon, S.F., Weathers, E.S., Fahle, E.M., Jang, H., &amp; Kalogrides, D. (2021). Is Separate Still Unequal? New Evidence on School Segregation and Racial Academic Achievement Gaps.</p> <p>Optional:</p> <p>1. Pearman, F. A., Curran, F. C., Fisher, B., &amp; Gardella, J. (2019). Are achievement gaps related to discipline gaps? Evidence from national data. <i>Aera Open</i>, 5(4), 2332858419875440.</p>	<p>1. The ABC's of Racial inequality in Education <a href="https://www.politico.com/video/2020/09/24/the-abc-of-racial-inequality-in-education-091860">https://www.politico.com/video/2020/09/24/the-abc-of-racial-inequality-in-education-091860</a></p> <p>2. Are Achievement Gaps Related to Discipline Gaps? Evidence from National Data <a href="https://youtu.be/-ulmJbNt7rg">https://youtu.be/-ulmJbNt7rg</a></p>	
02/24/2022	<b>Racial Inequality in Education</b>	<p>1. Rich, Peter M. and Jennifer L. Jennings. 2015. "Choice, Information, and Constrained Options School Transfers in a Stratified Educational System." American Sociological Review</p> <p>2. Cohen, D. (2020). "A marketplace of schools": race,</p>	<p>1. "The Myth That Busing Failed" The Daily <a href="https://www.nytimes.com/2019/07/18/podcasts/the-daily/busing-schoolsegregation.html">https://www.nytimes.com/2019/07/18/podcasts/the-daily/busing-schoolsegregation.html</a></p> <p>2. "School Segregation" Last Week Tonight with</p>	

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
		power, and education reform in the Detroit region. <i>Urban Geography</i> , 1-25.	John Oliver <a href="https://www.youtube.com/watch?v=o8yiYCHMAM">https://www.youtube.com/watch?v=o8yiYCHMAM</a>	
<b>[Week 8]</b>				
03/01/2022 (Mid-Semester)	Race and Politics in America	<p>1. Durst, N. J., Cai, M., Tillison-Love, J., Huang, H., &amp; Henry, W. (2021). The gerrymandering of cities and the politics of racial exclusion: Evidence from a spatial typology of municipal boundary changes. <i>Journal of Urban Affairs</i>, 1-22.</p> <p>2. Uggen, Christopher, and Jeff Manza. 2002. "Democratic contraction? Political consequences of felon disenfranchisement in the United States." <i>American Sociological Review</i></p> <p>3. Estrada-Correa, Vanesa and Martin Johnson. (2012). "Foreclosure Depresses Voter Turnout: Neighborhood Disruption and the 2008 Presidential Election in California." <i>Social Science Quarterly</i></p>	<p>1. Fresh Air. "Understanding Congressional Gerrymandering." <a href="https://www.npr.org/2016/06/15/482150951/understanding-congressional-gerrymandering-its-moneyball-applied-to-politics">https://www.npr.org/2016/06/15/482150951/understanding-congressional-gerrymandering-its-moneyball-applied-to-politics</a></p> <p>2. Special Districts: Last week Tonight with John Oliver (HBO). <a href="https://www.youtube.com/watch?v=3saU5racsGE">https://www.youtube.com/watch?v=3saU5racsGE</a></p>	Turn in Abstract for Final Paper and Presentation
03/03/2022	Race and Politics in America	<p>1. Pitzer, K., McClendon, G. G., &amp; Sherraden, M. (2021). Voting Infrastructure and Process: Another Form of Voter Suppression?. <i>Social Service Review</i>, 95(2), 175-209.</p> <p>2. White, A. R. (2021). Political Participation Amid Mass Incarceration. <i>Annual Review of Political Science</i>, 25.</p>	Watch: All in: The Fight for Democracy Documentary (2020). Liz Garbus and Lisa Cortes.	
<b>[Week 9]</b>				

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
03/08/2022		SPRING BREAK		
03/10/2022		SPRING BREAK		
<b>[Week 10]</b>				
03/15/2022	<b>Policing, Surveillance, Race and the Streets</b>	<p>1. Michelle Alexander. 2010. "Rebirth of Caste" in <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>. New York: The New Press.</p> <p>2. Forrest Stuart. 2014. "From 'Rabble Management' to 'Recovery Management': Policing Homelessness in Marginal Urban Space" <i>Urban Studies</i> 51:9, 1909-1925.</p> <p>3. Stuart, F. (2011). Race, space, and the regulation of surplus labor: Policing African Americans in Los Angeles's skid row. <i>Souls</i>, 13(2), 197-212.</p>	<p>1. The Big Picture: End Mass Incarceration:  <a href="https://youtu.be/jT3B3di80FY">https://youtu.be/jT3B3di80FY</a></p>	
03/17/2022	<b>Policing, Surveillance, Race and the Streets</b>	<p>1. Armenta, A. (2017). <i>Protect, serve, and deport: The rise of policing as immigration enforcement</i> (p. 212). Oakland: University of California Press.</p> <p>2. Nguyen, Mai Thi, and Hannah Gill. "Interior immigration enforcement: The impacts of expanding local law enforcement authority." <i>Urban Studies</i> (2015): 0042098014563029.</p>		

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
[Week 11]				
03/22/2022	Race, Environmental Justice and Climate Change	<p>1. Pulido, L. (2016). Environmental racism. <i>International Encyclopedia of Geography: People, the Earth, Environment and Technology: People, the Earth, Environment and Technology</i>, 1-13.</p> <p>2. Fothergill, Alice, and Lori A. Peek. 2004. "Poverty and disasters in the United States: A review of recent sociological findings." <i>Natural hazards</i></p> <p>3. Pais, Jeremy, Kyle Crowder, and Liam Downey. 2013. "Unequal trajectories: racial and class differences in residential exposure to industrial hazard." <i>Social Forces</i></p>	<p>1. Kendi, I. X. (2019). What the Believers are Denying. <i>The Atlantic</i>. <a href="https://www.theatlantic.com/ideas/archive/2019/01/what-deniers-climate-change-and-racism-share/579190/">https://www.theatlantic.com/ideas/archive/2019/01/what-deniers-climate-change-and-racism-share/579190/</a></p> <p>2. Klein, N. (2011). "Capitalism vs. The Climate." <i>The Nation</i>. <a href="https://www.thenation.com/article/archive/capitalism-vs-climate/">https://www.thenation.com/article/archive/capitalism-vs-climate/</a></p>	
03/24/2022	Race, Environmental Justice and Climate Change	<p>1. Pulido, L. (2016). Flint, environmental racism, and racial capitalism. <i>Capitalism Nature Socialism</i>, 27(3), 1-16.</p> <p>2. Benz, T. A. (2019). Toxic cities: Neoliberalism and environmental racism in Flint and Detroit Michigan. <i>Critical Sociology</i>, 45(1), 49-62.</p> <p>3. Washington, H. A. (2020). How environmental racism is fuelling the coronavirus</p>	<p>1. "America's 'Lead Wars' Go Beyond Flint, Mich.: 'It's Now Really Everywhere'" <i>Fresh Air</i> <a href="http://www.npr.org/sections/healthshots/2016/03/03/469039064/america-s-lead-wars-go-beyond-flint-mich-its-nowreally-everywhere">http://www.npr.org/sections/healthshots/2016/03/03/469039064/america-s-lead-wars-go-beyond-flint-mich-its-nowreally-everywhere</a></p> <p>2. "A Life-or-Death Crisis for Black Mothers" <i>The Daily</i> <a href="https://play.radiopublic.com/2020/03/24/a-life-or-death-crisis-for-black-mothers">https://play.radiopublic.com/2020/03/24/a-life-or-death-crisis-for-black-mothers</a></p>	

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
		pandemic. <i>Nature</i> , 581(7808), 241-242.	<a href="https://www.nature.com/the-dailyGMB3yp/ep/s1!71468732aa96452f4ebb81d95c3866d6ba2ee551">com/the-dailyGMB3yp/ep/s1!71468732aa96452f4ebb81d95c3866d6ba2ee551</a>	
<b>[Week 12]</b>				
03/29/2022	<b>Black Lives Matter</b>	In-Class Activity		
03/31/2022	<b>Black Lives Matter</b>	<p>1. Reclaiming the streets: addressing the link between urban planning and structural inequality  <a href="https://www.lse.ac.uk/research/research-for-the-world/society/reclaiming-the-streets-addressing-the-link-between-urban-planning-and-structural-inequality">https://www.lse.ac.uk/research/research-for-the-world/society/reclaiming-the-streets-addressing-the-link-between-urban-planning-and-structural-inequality</a></p> <p>2. The Planner's Beginner Guide to the #BlackLivesMatter Movement  <a href="https://www.blackandurban.com/social-urbanism/2020/6/5/the-planners-beginner-guide-to-the-blacklivesmatter-movement">https://www.blackandurban.com/social-urbanism/2020/6/5/the-planners-beginner-guide-to-the-blacklivesmatter-movement</a></p>		
<b>[Week 13]</b>				
04/05/2022	<b>Racial Capitalism and Racial Banishment</b>	<p>1. Roy, A. (2019). Racial banishment. <i>Keywords in radical geography: Antipode at 50</i>, 227-230.</p> <p>2. Beckett, K., &amp; Herbert, S. (2010). Penal boundaries: Banishment and the expansion</p>		



Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
		of punishment. <i>Law &amp; Social Inquiry</i> , 35(1), 1-38.		
04/07/2022	Racial Capitalism and Racial Banishment	1. Roy, A. (2016). Divesting from whiteness: The University in the Age of Trumpism. <i>Society and Space.org</i> , 28.		
[Week 14]				
04/12/2022	Evaluating Planning and Policy Solutions to Inequality	<p>1. de Souza Briggs, X., Popkin, S. J., &amp; Goering, J. (2010). <i>Moving to opportunity: The story of an American experiment to fight ghetto poverty</i>. Oxford University Press. Introduction</p> <p>2. Goering, John and Judith D. Feins (eds.) Choosing a better life? : Evaluating the Moving to Opportunity social experiment. Ch. 1, pg. 3-36. Washington D.C.: Urban Institute.</p> <p>Optional:</p> <p>1. McKenzie, Evan and Jay Ruby. Nd. "Reconsidering the Oak Park Strategy: The Conundrums of Integration."</p> <p>2. Enterprise Foundation. 2000. "Dudley Street Neighborhood Initiative."</p>	<p>1. Engler and Engler. (2021). Andre Gorz's Non-Reformist Reforms Show How We Can Transform the World Today. Jacobin.</p> <p><a href="https://www.jacobinmag.com/2021/07/andre-gorz-non-reformist-reforms-revolution-political-theory">https://www.jacobinmag.com/2021/07/andre-gorz-non-reformist-reforms-revolution-political-theory</a></p>	
04/14/2022	Evaluating Planning and Policy Solutions to Inequality	<p>1. Embrace Abolitionist Planning to Fight Trumpism <a href="https://www.plannersnetwork.org/2018/04/embrace-abolitionist-planning-to-fight-trumpism/">https://www.plannersnetwork.org/2018/04/embrace-abolitionist-planning-to-fight-trumpism/</a></p> <p>2. A Response to Abolitionist Planning: There is no room for 'planners' in the movement for abolition</p>		

Week	Topic	Required Reading	Multi-Media Materials	Assignments Due
		<a href="https://www.plannersnetwork.org/2018/08/response-to-abolitionist-planning/">https://www.plannersnetwork.org/2018/08/response-to-abolitionist-planning/</a>		
<b>[Week 15]</b>				
04/19/2022	<b>Race and the International City</b>	<p>1. Telles, E., &amp; Paschel, T. (2014). Who is black, white, or mixed race? How skin color, status, and nation shape racial classification in Latin America. <i>American Journal of Sociology</i>, 120(3), 864-907.</p> <p>2. Chavez-Dueñas, N. Y., Adames, H. Y., &amp; Organista, K. C. (2014). Skin-color prejudice and within-group racial discrimination: Historical and current impact on Latino/a populations. <i>Hispanic Journal of Behavioral Sciences</i>, 36(1), 3-26.</p>		
04/21/2022	<b>Race and the International City</b>	<p>1. Cultural Constructions of Race and Racism in the Middle East and North Africa/Southwest Asia and North Africa (MENA/SWANA)  <a href="https://csalateral.org/archive/forum/cultural-constructions-race-racism-middle-east-north-africa-southwest-asia-mena-swana/">https://csalateral.org/archive/forum/cultural-constructions-race-racism-middle-east-north-africa-southwest-asia-mena-swana/</a></p>		
<b>[Week 16]</b>				
04/26/2022	PRESENTATIONS			
04/28/2022	PRESENTATIONS			
<b>[Week 17]</b>	<b>Exam Week</b>			
05/05/2022				Critical Final Analysis Paper Due