**Inequality and Environmental Justice in the City**

SOC 121A – Tuesday and Thursday 2:20pm – 3:40pm

Olin-Sang 104

**Instructor**: Dr. McKane

**E-mail:** [rachelmckane@brandeis.edu](mailto:rachelmckane@brandeis.edu)

**Website:** rachelmckane.com

**Office Hours:** Thursdays 4pm – 6pm; Fridays 11am – 12:30pm or by appointment.

**Course Description**

More than half of the world’s population now resides in urban areas, and this number is expected to increase. However, cities can be challenging to study due to constantly changing environments (both built and natural) and social worlds. Understanding these challenges is imperative to creating socially just urban living. Jane Jacobs wrote in her pivotal work *The Death and Life of Great American Cities*: “Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody.” Cities have rich histories and cultures, but they are also sites of extreme inequality, including environmental injustice and racism. In this class, we will explore the causes and consequences of environmental injustice in U.S. cities. We will discuss the history of housing inequality, residential segregation, and how institutions that uphold a system of racial capitalism have led to the unequal concentration of environmental hazards in poor communities and communities of color. This includes investigating the impact of racially restrictive covenants, redlining, zoning, and gentrification and displacement. We will explore major topics in environmental justice studies, which highlights the systematic and structural inequalities that exist in society and how they are interconnected with environmental issues.

**Learning Outcomes**

* Develop a deeper understanding of the social, political, and economic processes that contribute to environmental injustice in U.S. cities.
* Familiarize ourselves with the history of housing inequality and land use decision making so that we can contextualize contemporary environmental justice issues.
* Critically evaluate policy and community-based solutions to urban environmental justice issues.
* Strengthen our methodological toolkit by completing a multi-method project.

**Required Course Materials**

* All required course material will be available on Latte. Latte is the Brandeis learning management system and can be accessed at the following link: <http://latte.brandeis.edu>
* Login using your UTNET ID and password.
* Sometimes you will be required to read sources from newspapers. You have access to the *New York Times* through the Brandeis Library: <https://guides.library.brandeis.edu/nytimes>

**Weekly Routine**

By Friday evening (Saturday at the latest) I will post the following week’s materials including the pre-class survey and instructions for the end of week reflection. By (most) Tuesday mornings at 10am, you will need to complete the pre-class survey and any required readings. By Thursday’s period you will need to complete any assigned readings. On (most) Fridays, you will turn in your end of week reflection by 5pm.

**Assignments**

Your final grade will be calculated out of 400 total points:

**Participation (25 Points):** Participation is key to making this class run smoothly. Learning is a collective process. I value what you have to say, and I hope that you feel the same way. There are multiple ways to participate. I will ask the class questions during lecture and discussion time for you to answer. At times, you will have in-class small group discussions and classroom activities. Active listening is a form of participation. I expect you to come to class prepared. This includes reviewing any assigned material prior to class so you can participate. Please resist the urge to text, online shop, etc. during our brief class session. If you miss more than two days of class in a row, I expect you to meet with me to go over what you missed. If you do not do that, you will automatically loose 5 points off your participation grade each time.

**Pre-class survey (65 points):** On (most) Tuesday mornings (by 10am EST) you will turn in your short pre-class survey on Latte based on the assigned materials. On weeks with Brandeis Mondays that fall on Tuesdays, pre-work will be due before class on Thursday morning. The questions will include a few short answer questions. These are not designed to be difficult. These surveys are designed to encourage you to come to class prepared to participate. Your responses also help me know what to spend more or less time on in class. Put another way, they help me to structure the class in a manner that reflects your learning needs. There will be 13 pre-class surveys, and they are worth 5 points each.

**End of week reflection (100 points):**  You will complete 10 end of week reflections, and they are worth 10 points each. You can decide which 10 weeks (but there will be no reflections allowed the first or last week of class). This allows you to have 3 built in “drops” for this assignment – you may decide not to turn in an end of week reflection on particularly busy weeks. Keep in mind that the material does get progressively harder. I suggest not using all your “drops” the first few weeks of class. The reflections are due on Fridays at 5:00pm EST on Latte unless Friday is a holiday. In that case, they are due the following Monday. I will provide you with instructions for each end of week reflection. You can expect some combination of the following for these: activities that connect to readings and class discussions, comparing ideas from the readings, critically evaluating readings, etc. Each reflection will *usually* require you to write a minimum of 500 words, but expectations will vary depending on the assignment. There is no maximum page length for these reflections.

**Group Components (110 points) and Reflection Paper (100 points) – Redlining and Environmental Injustice (Total: 210 points):** Everyone will be assigned to a group (~4-5 students per group). I will provide your group with an approved list of cities for this project, and you will pick your top 3 choices. I will pick a city for your group based on your choices. Your group will become familiar with the “redlining maps” produced by the Home Owner’s Loan Corporation (HOLC) for your assigned city. The final project will be completed in steps. For the first step, you will conduct a content-based analysis of the area descriptions embedded within the redlining maps (don’t worry, you will learn all about what these are). Second, your group will engage in systematic observation using Google Street Views: What do formerly redlined areas in your city look like now? Do you see trees? Impervious surface? Gardens? Extractive industries? Are there any parks? What are the homes like? Are they old? Are any vacant? The next step will be to connect what you’ve visualized and read to population and environmental data. We will examine present day racial composition, housing age, and environmental factors like residential emissions, air pollution, canopy coverage, and temperature. You will be graded based on three things: the material you turn in that will be used for the presentation and paper (see a list of these below 1-3), a final group presentation where you present the material you have gathered, and an individual reflection paper.

Project components and due dates:

1. *Content analysis of area descriptions within the redlining maps.*

We will discuss content analysis in class and how to apply this methodology to analyze the area descriptions embedded in the redlining maps. You will then apply this methodology to your own assigned city and work with your group. You will have time to work on this in class. Each group member will submit a short write-up of their findings. This is worth 30 points.

1. *Systematic observation using Google Street View.*

We will discuss systematic observation using Google Street View in class and how to apply this methodology to explore the neighborhoods in your assigned cities. You will have time to work on this in class. Each group member will submit a short write up of their findings. This is worth 30 points.

1. *Quantitative analysis of the racial and class makeup (both historic and contemporary) of formerly redlined and greenlined areas. Quantitative analysis of contemporary environmental externalities in formerly redlined and greenlined areas.*

Do not fear the phrase quantitative analysis! I will provide you with all the data you need to complete this portion of the project. You will not go any further than looking at average values for redlined versus greenlined areas. You will have ample time to learn how to do this in class. Each group member will submit a short write-up of their findings. This is worth 30 points.

1. *Final Presentation*

You will be required to give a final group presentation on your findings to the class. This is worth 20 points.

1. *Final Reflection Paper*

The final reflection paper is an opportunity for you take all the findings from the group projects and connect them back to class reading and additional sources you find. For this reflection paper, you will be required to think of both policy and design solutions to creating more equitable environments in your city. I will provide you with guidelines for the final paper on Latte. This is worth 100 points.

***Evaluation***

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Total Points** | **Due Date** |
| Participation | 25 | T/Th during class |
| Pre-Class Survey | 65 | (most) Tuesday mornings except for Brandeis Mondays |
| End of Week Reflection | 100 | (most) Fridays by 5pm except for Rosh Hashana |
| Final Project | 210 | Content analysis: Tuesday 10/17 by 5pm.  Systematic observation: Wednesday 11/8 by 11pm.  Quantitative analysis: Wednesday 11/28 by 11pm.  Group presentation: Tuesday 12/5 or Thursday 12/7).  Final Paper:   * Draft of introduction, outline, and 5 sources due 11/30 by 2:20pm (before class). * Due 12/18 by 5pm. |
|  | 400 |  |

***Grading Scale***

Grades are based on a 400-point total. Below I list the number of points you need to earn for each grade.

A (Excellent) A+ 388+ A 376-387 A- 360-375

B (Good) B+ 348-359 B 336-347 B- 320-335

C (Satisfactory) C+ 308-319 C 296-307 C- 280-295

D (Poor) D+ 268-279 D 256-267 D- 240-255

F (Failure) F <240

## Grade Change Policy

Requests for a grade change must be made in writing (via email) within one week of receiving the grade. I will reevaluate the assignment taking the reasons for the grade change request into consideration. Please note that any assignment reevaluation may also highlight flaws that I missed during the first reading and result in a lower grade.

Once final grades have been submitted, however, they are non-negotiable.

**Course Policies**

***Recordings and Social Media***

You do not have permission to record this course or me without permission. You do not have permission to post recordings of me or this class on social media platforms like TikTok, Instagram, Twitter (RIP), etc.

I will be recording the lecture portion of class (not student discussions or activities) and making that recording available to students. Do not distribute these. They are solely for you to catch up on material you may have missed in class.

***Submitting Work***

Please do not submit your work via email. You will submit all your work on Latte. I have a set of standard expectations for evaluating assignments. I am looking for thoroughness, thoughtfulness, and insightfulness. I typically do not grade for grammar, but I do grade for clarity. I will provide you with guidelines for completing the end of week reflections and the components of the final project. These will be posted separately on Latte.

***Correspondence***

I will respond to your email within 48 hours during the week or following the weekend. I do not answer emails on weekends – this is a **hard** boundary. If I cannot respond to your email with a few sentences, I will invite you to come to student/office hours.

***ChatGPT and the use of AI***

ChatGPT and other AI tools are not a replacement for your own critical thinking and original ideas. As a college student, it is your responsibility to maintain the highest standards of academic integrity. Representing work generated by artificial intelligence as one’s own work is academically dishonest.

I have created assignments for this course that require you to refer to the class materials, including comparing various ideas from those materials. If you use ChatGPT or other AI tools for these kinds of assignments, it will be obvious. If I suspect you have used AI on an assignment, I will run your work through AI detection software. I may require you to meet with me to explain the ideas and your writing process or redo the assignment using your own words. You may be asked to redo an assignment if it is determined that AI was used.

***Course Break***

Each class period we will take a 5 minute break.

***Student/Office Hours***

Student/Office hours provide an opportunity for students to meet one-on-one to ask questions, seek clarification on course material, discuss assignments or projects, and receive additional feedback on their work. Offices hours will be on Zoom. If you would like to come to office hours, please schedule a time to meet using the link at the top of the syllabus.

***Absences and Late Work Policy***

I will accept late work with a valid excuse. Valid excuses include illness, injury, university related event, family emergency, etc. If you will be absent or need extended time on an assignment for one of these reasons, please contact me promptly so we can discuss a reasonable timeline for you to submit any missed work. Communication is key.

You can get notes from myself or other students. You can speak with me during office hours to obtain any information you missed. I will also be recording lecture portions of our course. However, I will not record activities or discussions. If you miss an activity in class, you will need to make it up to get participation points.

I will be concerned with a pattern of absences -- for both your well-being and your ability to do well in the class. If I do notice a pattern, I will reach out to your Academic Advisor to make sure you are getting the support you need to succeed.

If you are sick or have accommodations, you can attend this course via zoom.

***Illness***

**Please *do not* come to class sick. You are putting my health at risk when you come to class sick. You are putting everyone else’s health at risk when you come to class sick. Being in community in a classroom is wonderful, but sharing germs is not.**

**You can find the latest university guidelines for COVID-19 here:** [**https://www.brandeis.edu/health/covid/**](https://www.brandeis.edu/health/covid/)

**Overview: You must report COVID cases on the portal. You must isolate for a minimum of 5 days and mask for 5 days after that.**

***Addressing the Professor***

You can refer to me as Professor McKane or Dr. McKane. I prefer they/them pronouns but do not fret if you mess that up. Everyone is still learning. I request that you do not call me any variation of Mrs. McKane, Ms. McKane, etc.

***Credit Hours***

Success in this four-credit course is based on the expectation that students will spend a minimum of nine hours of study time per week in preparation for class (readings, pre-work, end of week reflections, and various aspects of the group project).

## Accommodations

If you need accommodations for a disability, please contact Student Accessibility Support at 781-736-3470 or [access@brandeis.edu](mailto:access@brandeis.edu). Please present your letter of accommodation as soon as you can. Supporting your learning and ensuring that your accommodations are met is important to me.

***Academic Writing Center***

Take advantage of the writing assistance available to you at Brandeis. You can schedule an appointment on their website: <https://www.brandeis.edu/writingprogram/writingcenter/>

***Preferred Name/Pronouns***

Everyone has the right to be addressed and referred to in a way that reflects their personal identity. If you go by a name or a set of pronouns that differ from those listed on your records, please let me know.

***Academic Integrity***

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic integrity by a student subjects that student to serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions. Please consult [**Brandeis University Rights and Responsibilities**](https://www.brandeis.edu/student-rights-community-standards/rights-responsibilities/index.html) for all policies and procedures related to academic integrity. Students may be required to submit work via TurnItIn.com or similar software to verify originality. A student who is in doubt regarding standards of academic integrity as they apply to a specific course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. Allegations of alleged academic dishonesty will be forwarded to the Department of Student Rights and Community Standards. Citation and research assistance can be found at [**Brandeis Library Guides - Citing Sources**](https://guides.library.brandeis.edu/c.php?g=301723).

**Week 1 – Introduction**

\*Readings should be completed before class**.** Often your (short) prework will be about the readings that you are expected to complete before class.

**Thursday 8/31: Introduction to the course and syllabus.**

Read:

* Check out the Syllabus on Latte.
* Diangelo, Robin J. and Özlem Sensoy. 2014. “Leaning in: A student’s guide to engaging constructively with social justice content.” Radical Pedagogy. 11.

In class activity (if we have time, if not we will do on Tuesday): Core values and collective agreements – I will discuss my teaching philosophy (see the page at the end of syllabus) and goals for the course. We will also have a conversation on how you learn best and how we can develop a sense of community in our classroom over the course of the semester.

**Week 2 – What is environmental justice?**

**Tuesday 9/5: Rethinking the urban/nature divide.**

Read:

* William Cronon. 1996. “The Trouble with Wilderness: Or, Getting Back to the Wrong Nature.” *Environmental History* 1(1):7-28.
* Kyle Powys Whyte. 2021. “To solve the climate crisis, we must first repair our relationships.” Grist. Link: <https://grist.org/climate/to-solve-the-climate-crisis-we-must-first-repair-our-relationships/>

Assignments:

\*Pre-work due Tuesday 9/5 by 10am.

**Thursday 9/7: History of the environmental justice movement.**

Read:

* Dorceta Taylor. 2014. *Toxic Communities: Environmental Racism, Industrial Pollution and Residential Mobility.* Chapter 1. “Toxic Exposure: Landmark Cases in the South and the Rise of Environment Justice Activism.”
* Darryl Fears and Brady Dennis. 2021.‘This is environmental racism.’ How a protest in a North Carolina farming town sparked a national movement.” Link: <https://www.washingtonpost.com/climate-environment/interactive/2021/environmental-justice-race/>

Assignments:

\*End of week reflection due Friday 9/8 by 5pm.

**Week 3 – Contemporary EJ and historic racial segregation**

**Tuesday 9/12: What is critical environmental justice studies?**

Read:

* David Pellow. 2018. *What is Critical Environmental Justice Studies?* Chapter 1. “Critical Environmental Justice Studies”

Recommended reading (not required):

* “Conversations in Environmental Justice: An Interview with David Pellow” by Laura Pulido
  + This will give you a better idea of what environmental justice is and some of the critical debates within the field and movement of EJ. It is not required. However, it uses a personal narrative style, which may be more approachable for some students.

Assignments:

\*Pre-work due Tuesday 9/12 by 10am.

**Thursday 9/14: Racial zoning**

Read:

* Dorceta Taylor. 2014. *Toxic Communities: Environmental Racism, Industrial Pollution and Residential Mobility*. Chapter 7. “The Rise of Racial Zoning: Residential Segregation.”
* N. Nolan Gray. 2022. “Apartheid by Another Name: How Zoning Regulations Perpetuate Segregation” excerpt from the book “Arbitrary Lines: How Zoning Broke the American City and How to Fix it.” Link: <https://nextcity.org/urbanist-news/apartheid-by-another-name-how-zoning-regulations-perpetuate-segregation#:~:text=While%20explicit%20mentions%20of%20race,housing%20could%20not%20be%20built>.

Assignments:

\*End of week reflection due Monday 9/18 by 5pm (We have Friday off for Rosh Hashanah)

**Week 4 – Racial covenants and Better Homes in America**

**Tuesday 9/19: Racially restrictive covenants and Better Homes in America**

Read:

* Dorceta Taylor. 2014. *Toxic Communities: Environmental Racism, Industrial Pollution and Residential Mobility.* Chapter 8. “The Rise of Racially Restrictive Covenants: Guarding Against Infiltration.”
* Manisha Claire. 2020. The Latent Racism of the Better Homes in America Program. Link: <https://daily.jstor.org/the-latent-racism-of-the-better-homes-in-america-program/>

Assignments:

\*Pre-work due Tuesday 9/19 by 10am.

**Thursday 9/21: Self-Directed Zoning activity**

I will be traveling on Thursday 9/21 so we will not meet as a class. Instead, I have created an activity that you will complete to better understand modern day zoning and how it relates to environmental injustice.

Read/Watch:

* Video on city zoning: <https://www.youtube.com/watch?v=9kVWDWMcLT4>
* Review this article on zoning language: <https://www.bloomberg.com/news/articles/2019-08-06/how-to-understand-municipal-zoning-codes>

Assignments:

\*End of week reflection due Friday 9/22 by 5pm.

**Week 5 – Redlining**

**Tuesday 9/26: Brandeis Monday, no class**

**Thursday 9/28: Redlining, the HOLC and the FHA**

Read:

* Kenneth Jackson. 1985. *Crabgrass Frontier: The Suburbanization of the United States.* Chapter 11 – “Federal Subsidies and the Suburban Dream.”
* Review the mapping inequality website:

<https://dsl.richmond.edu/panorama/redlining/#loc=11/42.314/-71.237&city=boston-ma>

Assignments:

\*Pre-work due Thursday 9/28 by 10am.

\*End of week reflection due Friday 9/29 by 5pm.

**Week 6 – Racial capitalism and the racialization of space**

**Tuesday 10/3: The racialization of space**

Read:

* Raoul Liévanos. “Green, Blue, Yellow, and Red: The Relational Racialization of Space in the Stockton Metropolitan Area.” in *Relational Formations of Race*.
* Robin D.G. Kelley. 2017. What did Cedric Robinson mean by racial capitalism? Link: <https://bostonreview.net/articles/robin-d-g-kelley-introduction-race-capitalism-justice/>

Assignments:

\*Pre-work due Tuesday 10/3 by 10am.

**Thursday 10/5: Suburbanization and environmental racism**

Read:

* Laura Pulido. 2000. “Rethinking Environmental Racism. White Privilege and urban Development in Southern California.” *Annals of the Association of American Geographers* 90(1) 12-40.

In class activity: You will meet with your group members to work on the content analysis of the area descriptions from the HOLC’s maps.

Assignments:

\*End of week reflection due Friday 10/5 by 5pm.

**Week 7 – Urban renewal**

**Tuesday 10/10:**

Read:

* Dorceta Taylor. 2014. *Toxic Communities: Environmental Racism, Industrial Pollution and Residential Mobility*. Chapter 9. “Racializing Blight: Urban Renewal, Eminent Domain, and Expulsive Zoning.”
* Anthony Paletta. 2016. Story of cities #32: Jane Jacobs v. Robert Moses, battle of New York’s urban tians. The Guardian. Link: <https://www.theguardian.com/cities/2016/apr/28/story-cities-32-new-york-jane-jacobs-robert-moses#:~:text=It%20was%20a%20salvo%20in,a%20swath%20of%20lower%20Manhattan>.

Assignments:

\*Pre-work due Tuesday 10/10 by 10am.

**Thursday 10/12: Brandeis Monday, no class.**

Assignments:

\*End of week reflection due Friday 10/13 by 5pm.

**Week 8 – Paving the way: highways and environmental injustice**

**Tuesday 10/17: Interstate-highways and transportation racism**

Read:

* Deborah Archer. 2020. *White Men’s Roads Through Black Men’s Homes: Advancing Racial Equity Through Highway Reconstruction.* Part 1:   
  “Building the Interstate Highway System and the Destruction and Isolation of Black Communities.”

*Vanderbilt Law Review*.

* Grisby, Darnell. “To Fight Racism, Transit Has a Key Role” Link: <https://www.bloomberg.com/news/articles/2020-07-20/the-powerful-role-transit-plays-in-racial-justice>
* Valentine, Ashish. “The Wrong Complexion For Protection.’ How Race Shaped America’s Roadways and Cities.” Link: [https://www.npr.org/2020/07/05/887386869/how-transportation-racism-shaped america?fbclid=IwAR1y\_9TVhqTrvCGLZhOjA9KK8aHdfHlEYs2kpqlQ\_0caV60lgX5QdywBBE](https://www.npr.org/2020/07/05/887386869/how-transportation-racism-shaped%20america?fbclid=IwAR1y_9TVhqTrvCGLZhOjA9KK8aHdfHlEYs2kpqlQ_0caV60lgX5QdywBBE)

Assignments:

\*Pre-work due Tuesday 10/17 by 10am.

\*Final Project, Part 1: *Content analysis of area descriptions*.Due Tuesday 10/17 by 5pm.

**Thursday 10/19: Redlining, heat islands, and air pollution**

Read:

* Laurel Wamsley. 2022. “Even many decades later, redlined areas see higher levels of air pollution.” NPR. Link: <https://www.npr.org/2022/03/10/1085882933/redlining-pollution-racism>
* Brad Plumer and Nadja Popovich. 2020. “How Decades of Racist Housing Policy Left Neighborhoods Sweltering.” New York Times. Link: https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html
* Haley Lane, Rachel Morello-Frosch, Julian D. Marshall, and Joshua Apte. 2022. “Historical Redlining is Associated with Present-Day Air Pollution Disparities in U.S. Cities.” *Environmental Science and Technology Letters 9*(4):345-350.

**Assignments:**

\*End of week reflection due Friday 10/20 by 5pm.

**Week 9 – Back to the city movement**

**Tuesday 10/24: Back to the city**

Read:

* Derek Hyra. 2015. “The back-to-the-city movement: Neighborhood redevelopment and processes of political and cultural displacement.” *Urban Studies.*
* Mieko Tarrius. 2023. “Centering race: why we need to think about gentrification differently.” The Conversation. Link: <https://theconversation.com/centring-race-why-we-need-to-think-about-gentrification-differently-199168>

Assignments:

\*Pre-work due Tuesday 10/24 by 10am.

**Thursday 10/26: Back to the city and gentrification – catch up day.**

Read:

* Jackelyn Hwang and Robert J. Sampson. 2014. “Divergent Pathways of Gentrification: Racial Inequality and the Social Order of Renewal in Chicago Neighborhoods.” *American Sociological Review* 79(4): 726-751.

Assignments:

\*End of week reflection due Sunday 10/29 by 11pm.

**Week 10 – Green gentrification**

**Tuesday 10/31: Systematic Observation Using Google Street View**

Read:

* Jackelyn Hwang and Robert J. Sampson. 2014. “Divergent Pathways of Gentrification: Racial Inequality and the Social Order of Renewal in Chicago Neighborhoods.” *American Sociological Review* 79(4): 726-751.

In class activity: We will be doing systematic observation in our assigned cities as part of the final project.

Assignments:

\*Pre-work due Tuesday 10/31 by 10am.

**Thursday 11/2: Gentrification and transportation**

Read:

* Dan Immergluck. 2023. “Atlanta’s BeltLine shows how urban parks can drive ‘green gentrification’ if cities don’t think about affordable housing at the start.” The Conversation. Link: <https://theconversation.com/atlantas-beltline-shows-how-urban-parks-can-drive-green-gentrification-if-cities-dont-think-about-affordable-housing-at-the-start-193204>
* Patrick Sisson. 2022. “Can Cities combat ‘Green Gentrification’?” City Lab Bloomberg. Link: <https://www.bloomberg.com/news/features/2022-11-10/a-challenge-for-cities-going-green-without-the-gentrification>
* Recommended (not required): Isabelle Anguelovski. 2021. Cites @ Tufts. Podcast. “From green privilege to green gentrification.” Link: <https://www.shareable.net/cities_tufts/from-green-privilege-to-green-gentrification/>

Assignments:

\*End of week reflection due Friday 11/5 by 11pm.

**Week 11 – Redressing environmental (in)justice**

**Tuesday 11/7: Food apartheid**

Read:

* Sarah Mayorga, Megan Underhill, and Lauren Crosser. 2022. “’I Hate that Food Lion’: Grocery Shopping, Racial Capitalism, and Everyday Disinvestment.” *City & Community* 21(3): 238-255.
* Julian Agyeman. 2021. “How urban planning and housing policy helped create ‘food apartheid’ in U.S. cities. The Conversation. Link: <https://theconversation.com/how-urban-planning-and-housing-policy-helped-create-food-apartheid-in-us-cities-154433>

Assignments:

\*Pre-work due Tuesday 11/7 by 10am.

**\*Final Project, Part 2: *Systematic observation using Google Street View.* Due Wednesday 11/8 by 11pm.**

**Thursday 11/9: Highway removal**

Read:

* Nadja Popovich, Josh Williams, and Denisde Lu. 2021. “Can Removing Highways Fix America’s Cities?” The New York Times. Link: <https://www.nytimes.com/interactive/2021/05/27/climate/us-cities-highway-removal.html>
* Clare Tran. 2019. “Here are the Urban Highways that Deserve to Die.” CityLab Bloomberg. Link: <https://www.bloomberg.com/news/articles/2019-04-03/these-urban-highways-in-north-america-need-to-die>
* Joan Fitzgerald and Julian Agyeman. 2021. “Removing urban highways can improve neighborhoods blighted by decades of racist policies.” The Conversation. Link: <https://theconversation.com/removing-urban-highways-can-improve-neighborhoods-blighted-by-decades-of-racist-policies-166220>
* U.S. Department of Transportation. 2023. “Past, Present, and Future of Reconnecting Communities.” Link: <https://storymaps.arcgis.com/stories/dc61e3bcecd44464b4bfef8299d9d6ce>

Assignments:

\*End of week reflection due Sunday 11/12 by 11pm.

**Week 12 – Redressing environmental (in)justice**

**Tuesday 11/14: Quantitative analysis with census data**

Read:

* Check out the following websites:
  + U.S Census Data and Mapping: <https://data.census.gov/map?layer=VT_2021_040_00_PP_D1&loc=43.1595,-111.7140,z2.4774>
  + Social Explorer: <https://data.census.gov/map?layer=VT_2021_040_00_PP_D1&loc=43.1595,-111.7140,z2.4774>

In class activity: I will provide your group with spreadsheets on Latte that have HOLC neighborhood grades, historic and contemporary racial and class statistics, and various environmental externalities (emissions, etc.). You and your group members will work together to calculate some (simple) statistics and discuss your findings.

\*Pre-work due Tuesday 11/14 by 10am.

**Thursday 11/16: The solidarity economy**

Read/Listen:

* Minnie McMahon, Mindy Barbakoff, Amaha Sellassie.“The Imaginal Cells of the Solidarity Economy: Community Ownership.” Cities @ Tufts. Podcast. Link: <https://www.shareable.net/cities_tufts/the-imaginal-cells-of-the-solidarity-economy-community-ownership/>

Assignments:

\*End of week reflection due Sunday 11/19 by 11pm.

**Week 13 – Reparative planning and reparations**

**Tuesday 11/21: Reparative planning**

Read:

* Rashad Williams. 2023. “Three Models of Reparative Planning: A Comparative Analysis.” Podcast. Cities @ Tufts. Link: <https://www.shareable.net/cities_tufts/three-models-of-reparative-planning/>
* Brentin Mock. 2021. “What it Actually Means to Pass Local Reparations.” CityLab Bloomberg. Link: <https://www.bloomberg.com/news/articles/2021-04-15/what-reparations-look-like-in-evanston-and-asheville?srnd=citylab&sref=0IejgNtz>
* Connor Nakamura. 2022. “Affordable Housing as Local Reparations for Black Americans: Case Studies.” Link: <https://belonging.berkeley.edu/affordable-housing-local-reparations-black-americans-case-studies>

Assignments:

\*Pre-work due Tuesday 11/21 by 10am.

**Thursday 11/23: No class.**

Assignments:

\*End of week reflection due Monday 11/27 by 11pm.

**Week 14 – Reparations and climate justice**

**Tuesday 11/28: Climate reparations**

Read:

* Olúfẹ́mi O. Táíwò. 2021. *Reconsidering Reparations*. Chapter 5: “What’s Next: Why Reparations Require Climate Justice.”
* Manann Donoghoe and Andre M. Perry. 2023. “The case for climate reparations in the United States.” Brookings. Link: https://www.brookings.edu/articles/the-case-for-climate-reparations-in-the-united-states/

Assignments:

\*Pre-work due Tuesday 11/28 by 10am.

**\*Final Project, Part 3: *Quantitative Analysis.* Due Wednesday 11/28 by 11pm.**

**Thursday 11/30: In class workday**

Readings: None.

Assignments:

\*Turn in a draft introduction, outline, and 5 potential sources you will use for your paper only Thursday 10/30 by 2:20pm.

Activity: In class workday for presentations and papers.

\*End of week reflection due Sunday 12/3 by 11pm.

**Week 15 – Presentations and final reflections**

**Tuesday 12/5: Presentations**

Read: None

In class activity: Group presentations

**Thursday 12/7: Presentations, Final Reflections, and Wrap-up**

Read: None

In class activity: Wrap up group presentations. Say goodbye.

**Dr. McKane’s Teaching Philosophy:** Classroom learning is a microcosm of the broader world. It is not exempt from the social dynamics or relationships we build outside the classroom. The structure and design of this course matters to me. What is the world I want to live and work in? How can I translate these views to the classroom?

Here are a few of my core values:

1. **Understanding –** My job as an educator is to push students to think more critically about the world around them. I aim to recognize when students are doing their best work and try to decenter perfectionist ideology rooted in white supremacy. I reward students for taking intellectual risks and demonstrating creativity, even if they may not be getting some of the finer details correct. Learning is a journey and I want to see evidence of that journey – not perfection or work that looks a certain way 100% of the time.
2. **Accountability –** I am responsible to the established norms of the academy. While I try to be understanding, I will also hold students accountable in completing their assignments and developing skills as the semester goes on. I want you to leave this class with content-based knowledge, better skills for reading and processing texts, and the ability to ask good questions, lead discussions, and build intellectual relationships with your peers. I will always be in communication about your progress in my class. Feedback and mentorship are imperative for learning.
3. **Accessibility –** I am committed to accessibility of all forms. I try to pick out materials that are accessible to students and when they are a bit dense, I provide extra discussion of those materials. I encourage you to talk to me about your preferred participation formats and other accessibility issues you may experience. This can be an ongoing conversation as the semester unfolds. Please see the section in the syllabus on applying for formal accommodations for disability.
4. **Connection to Community –** How can we create a classroom space that reflects our ideal world? Prioritizing well-being, connection to community (in the largest sense—not simply people), and patience with learning and progress are all important to me. I do not want to foster a classroom space that is competitive, exhausting, anxiety-provoking, or uses unsustainable and inaccessible models of education. Let’s figure out we can create a space that helps us learn together.

**Community Commitments and Core Values**

* We will have a conversation on values and commitments in the classroom. I will write these down and make them available to all students.