

Planning and Design in the Multicultural Metropolis



"Shared City" Mural, Belfast, Ireland (Source: <http://underagreysky.com/>)

Instructor:

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Office Hours:

By appointment with instructor. For those that find it difficult to make an afternoon appointment, I will also make myself available after class.

Class Information:

3 units
Wednesday, 4:00 – 6:30pm
ARCH (Building 145), Classroom #1119
Course website on ELMS (www.elms.umd.edu)
No prerequisites required
Fulfills the "social planning" requirement in URSP

Course Description

Within the next half century, the U.S. will become a majority-minority nation. In social movements across the globe, marginalized groups are pressing for social and spatial justice, while at the same time, economic globalization, mass communication, and immigration are helping to loosen the fixity of national borders and identities. Caught in the crosshairs of these shifts, cities have become, more than ever, zones of interaction and encounters with ethno-cultural difference and platforms for a politics of difference. The terrain of today's multicultural metropolis presents both challenges and opportunities. On the one hand, increasing interethnic and intercultural mixing has led to conflicts, contests, and clashes over urban space and residents' rights to and in the city. On the other, today's multicultural urban landscape also raises the possibility of more equitable and inclusive urban spaces that can foster a greater respect and tolerance for

difference, justice, and new ways of living together and sharing space in the city.

This course explores theoretical, ethical, and practical questions about today's multicultural metropolis. It is primarily focused on the U.S., but will draw on select non-U.S. examples. It will address trends driving immigration and the increasing racial and ethnic diversity in cities and draw on theories of equitable and inclusive cities, multicultural and intercultural planning, and the politics of difference to explore its attendant challenges and opportunities. It will examine strategies for dealing with conflicting and sometimes competing uses and users, fostering spaces that meet the needs and preferences of different racial, ethnic, and cultural groups, and promote social and economic equity through the design of the built environment and urban policy.

The course is divided into three parts. In the first part, we will explore the emerging social and spatial landscape of urban diversity, with a focus on the DC Metro area. How are the changing patterns of race, class, immigration, and ethno-cultural diversity shaping new social geographies and various forms, meanings, and uses of urban space? What questions do increasing immigration and the co-mingling of residents of various social classes and cultures raise for the design of cities and urban policy? In the second and most substantive part of the course, we will explore the challenges and opportunities for fostering urban diversity and a just metropolis. We will look at the ways in which social inequality and segregation are reinforced through the politics, policies, and design of the built environment as well as strategies for fostering and nurturing inclusive and equitable urban spaces. And in the final section, we will theorize just cities and students will present their own visions for how we can achieve more just urban futures.

Course Objectives

By the end of the semester, students should:

- Be familiar with trends and forces reshaping geographies of race, class, and immigration in the metropolis today, particularly in the Washington DC area;
- Articulate ways that ethno-cultural diversity and immigration present both challenges and opportunities for urban planning, policy-making, and design scholarship and practice;
- Engage thoughtfully, respectfully, and honestly with community residents and other students around issues of race, urban inequality, and cultural difference;
- Be familiar with various planning and policy tools to address issues of social and spatial inequality;
- Demonstrate self-reflexivity regarding the ways in which issues of race, immigration, and inequality affect their own ideas about and experiences of urban space, as well as their scholarship and/or planning and design practice;
- Develop an eye for “looking at cities” and being able to ask questions about the processes that produce urban form;
- Articulate a vision of what a socially and racially just or equitable city looks like and appropriate tools of policy and planning practice that could be used to achieve this vision; and
- Hone their professional presentation skills and analytical writing skills.

Assignments & Grading

Grade Scale

LTR	Q.P.	PCT.	CRITERIA
A+	4.0	97-100%	Denotes excellent mastery of the subject and outstanding scholarship.
A	4.0	94-97%	Denotes excellent mastery of the subject and outstanding scholarship.
A-	3.7	90-93%	Denotes excellent mastery of the subject and outstanding scholarship.
B+	3.3	87-89%	Denotes good mastery of the subject and good scholarship.
B	3.0	84-86%	Denotes good mastery of the subject and good scholarship. <i>(Minimum GPA for Graduates in Major)</i>
B-	2.7	80-83%	Denotes good mastery of the subject and good scholarship. <i>(Minimum grade for Graduate Credit)</i>
C+	2.3	77-79%	Denotes acceptable mastery of the subject.
C	2.0	73-76%	Denotes acceptable mastery of the subject. <i>(Minimum GPA for Undergraduates in Major).</i>
C-	1.7	70-72%	Denotes acceptable mastery of the subject. <i>(Minimum grade for Undergraduate Credit)</i>
D+	1.3	67-69%	Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.
D	1.0	63-66%	
D-	0.7	60-62%	
F	0.0	Below 60%	Denotes failure to understand the subject and unsatisfactory performance.
I	INC		Incomplete -- Due to illness or a family emergency. Incomplete Contract is to be signed by student and instructor.

Participation: 20%
Course journal: 10%
Reading analysis: 15%
Walking tour reflection: 10%
Gentrification position paper: 20%
Just city presentation and paper: 25%
Max extra credit: 5%

Please check ELMS under each assignment for grading rubrics.

Participation: Because this is largely a discussion course, one of the students' primary responsibilities is active participation. Readings should be completed by the date they are listed on the syllabus. Students should come to class with copies of the readings and be prepared to make comments, ask questions, actively listen, and respectfully engage with others about the readings in a professional and productive manner. Please be on time. Absences or coming late to class will result in lowered participation grades. Midterm and final participation grades will be assessed based on class attendance and the students' contribution to critical, inclusive, and productive course discussions.

Course Journal: Because this course asks you to confront difficult and sometimes personal questions, it is important that students have a safe space to reflect outside of the classroom. Please keep a handwritten or digital journal for this class in a Word file or in a physical notebook. This journal is meant to give you a chance to reflect on ideas that you might not have felt comfortable to say in class and to extend your learning. You may reflect on the week's discussion, readings, or activities, and any questions, issues, or concerns that you still have about them. Were you surprised or offended by a point made by one of your peers or an author? What did their arguments bring up for you? Your entries should make pointed connections between events, feelings, experiences, or ideas and course materials, activities and discussions. You may write in your journal at any time, however, you are required to make **at least six journal entries** during the semester—three during the first half of the semester and three during the second half. This includes responding to any prompts posted by the Instructor following a class and the prompt for your first journal entry on September 5th. Any journal entries beyond the required six may be counted towards extra credit, according to the terms outlined below. While there is no specified length for a journal entry, a two to three paragraph reflection is typical. Course journals should be upload onto ELMS for midterm grading with at least three entries by October 10th at 4:00pm, and for final grading with at least six entries by **December 5th at 4:00pm**. Do not wait until the midterm or final journals are due to write in your journals. It will be apparent in your writing. The best time to write is on Wednesday evenings after class when the ideas are fresh in your mind. Please note that unlike other assignments, these will only be graded on a five-point scale, wherein 95% for an A; 85% for a B; 75% for a C; 65% for a D; and 55% for an F.

Reading Analysis: For each class, one or more student(s) will prepare a short, seven- to 10-minute presentation on the main themes, questions and/or issues that the assigned readings and movies raise. Students' should include all the readings or movies for that week in their analysis. Their analysis should not summarize the material, but rather analyze their main arguments and methods, and try to find connected themes among the materials. The students should also introduce a relevant project or example that provides contemporary or historical context to the issues being discussed in the readings. For instance, on the week about gentrification, students' may elect to talk about a neighborhood that has successfully combatted residential or commercial displacement through the adoption of a community benefits agreement, inclusionary zoning, or other tools. Finally, the student(s) should pose no more than three questions for the class to discuss. Good questions are those that try to punch holes in the main ideas, methods, or conclusion, make connections among various readings and themes of the course, and extend the author's main concepts into the real world. Students should present **no more than five slides**. A good model is three slides to analyze the readings/movies based on their connected themes, one slide to introduce your relevant project or example, and one slide for class discussion questions. Students should post a copy of their presentation in ELMS under the assignment tab by **Wednesday at 4:00pm of the week that they presenting**, bring a copy of their presentation to class, and be prepared to introduce their analysis to help launch our discussion. Sign-up sheets will be passed around in class.

Walking Tour Reflection: During the week of September 12th students are to conduct self-guided walking tours of two diverse communities in Maryland—Wheaton and Langley Park. These communities are both close to the University and home to diverse immigrant populations. The point of the walking tour is to, "learn by seeing" the ways in which the built environment has been shaped in by its users, private capital, and public investments to accommodate different groups. What are some of signs and symbols of diverse groups' presence that you see in these communities? What are some of the ways in which the built environment and local community have responded to the presence of new communities? How are the social and human service needs of these communities being met? Do you see residents making

adaptations to the built environment themselves? What are some of the ongoing physical and social planning challenges that you observe? Take notes about how you are feeling during your tours and how your social identity (race, cultural, class, gender, where you grew up etc.), familiarity with or assumptions about this community or its residents affect your experience. Please make sure to bring a camera, paper and pencil for taking notes about what you are seeing and hearing.

Refer to the “Fieldwork, Travel, and Safety” procedures below. In addition, please try to do the tour in groups. This is not only good for safety, but also because you tend to notice more and are able to reflect better on what you are seeing in groups. We will try to arrange these groups in class, but feel free to arrange on your own. After completing the walking tour, write a **three to five-page individual reflection** including pictures on what you saw and what it tells you about the needs and desires of neighborhood residents, and social inequality within and across neighborhoods. In what ways did planners, designers, and policy makers respond or fail to respond to the needs of residents? What other forces have affect the kinds of inequalities in the built environment as well as adaptation that you observe? How do different social identities influence one’s experiences of different urban places? Include reference to the readings, when appropriate. Upload your reflection on ELMS under the appropriate assignment tab by **4:00pm on Wednesday, September 19th**.

Gentrification Position Paper: For this assignment, students should analyze arguments about the “help or harm” of gentrification, and one issue related to the debate. For the first part of the paper, you should engage the following questions: 1) How do you define gentrification? Is the term to be helpful in analyzing certain types of neighborhood change? Why or why not? 2) What are the arguments about the help and harm of gentrification? and 3) In what ways do you agree/disagree with those that suggest that there are “benefits” to gentrification and in what ways to you agree/disagree with those arguing for the “harm” that gentrification causes to neighborhoods?

In the second part of your paper, you are to pick one issue that you think is important to address within the debate, analyze its relationship to gentrification, and suggest some directions for public policy or planning that can maximize the benefits and/or address the negative impacts of gentrification. For this part of the paper, you should engage the following questions: 1) How does gentrification relate to the issue that you are concerned with? How do processes of gentrification negatively or positively affect the issue?; and 2) What are some policy or planning strategies that can mitigate some of the harmful effects and/or maximize the benefits of gentrification related to your issue? This part of the paper offers you the opportunity to dig into an issue that is interesting to you, such as biking, sense of community, affordable housing, neighborhood diversity, segregation, small businesses, transit-oriented development, school equity, or food justice. The more specific the issue, the more successful you will be in finding potential policy and planning-related solutions.

This project requires students to go beyond the class materials to do original research on the issue area that you choose. You must **cite at least two sources outside course material** in your paper. Feel free to come talk to me about resources and the issue that you are thinking about addressing. In addition to other source documents, I also encourage you to use this paper as an opportunity to explore your own experiences with gentrification as a form of knowledge that can help to inform your argument. Your final product should be a **10 to 12-page paper** that makes a compelling argument about what gentrification is, how it impacts communities, and how to address its harms and/or maximize its benefits for those most heavily impacted. Please use the formatting guidelines discussed under “Paper and Presentation

Formatting & Tips” below. All papers should be posted on ELMS under the assignment tab by **Wednesday, October 24th at 4:00pm**.

Just City Paper and Presentation: This is a chance for you to synthesize what the materials in this class have meant to your own future practice, research, and/or personal and professional life. The assignment is to present about a space that represents a “just space” to you. This place could be small (an urban park) or large (a city or region). It may be somewhere you have been, a fictional place, somewhere you have heard about, but never been, or a composite of places or things that convey important components or concepts. The place or places should meaningfully express what you believe personally and professionally about the concept of justice and how it can shape cities and city building. To do so, you may need to spend some time researching the history, spatial qualities, and uses of the place or places you choose.

You are to present your space to the class using any number of mediums—you may hand draw an image, make a computer graphic, photograph a place, or compose a collage of a place or places that represent the spatial qualities and values that you think are most important. Alternatively, you could express your ideas about spatial justice through a non-visual medium like a song, poem, or action—you may volunteer for an organization, write a play, or present your ideas in a public forum, such as a TedxUMD. Your medium should meaningfully express the ways that you think about the concept of justice. You will present your ideas in a **five to seven-minute presentation** to the class on December 13th. In your presentation, discuss why you have chosen this place (why it represents a just space to you), why you choose the medium or format of presentation, the important qualities of the space that make it just, and at least one policy or planning action that would help to support your vision. Your analysis should engage some of the concerns around social and spatial equity, diversity, and multiplicity of values, ideals, and needs that we explored in the course. Please practice your presentation so that you do not extend your allotted time. Going beyond your time will count against your grade and you may be cut off. All presentations should be posted on ELMS by **Tuesday, December 12th at midnight**. Please also compose a **five to seven-page written paper** that engages the same questions, using the formatting guidelines discussed below. The paper should further explain the concepts that you discuss in your presentation, and make reference to class materials and/or discussion, as appropriate. All papers are should be posted on ELMS by **December 12th at midnight**. If the format of your presentation does not lend itself to upload, you may take a picture of it or turn it into in class on the day of your presentation.

Extra Credit: I like to encourage students to take this course not only as a means to a degree, but also as a means to becoming a more curious and conscious citizen of the world. Accordingly, I encourage you to use the ideas sparked by the class to extend your learning. Attend a related event, lecture, conference; volunteer for a community-based group working on related issues; write additional reflections in your journal; write a blog or an op-ed; or take a tour of a diverse neighborhood that you have never been to. Your efforts will be rewarded, not only personally and professionally, but also in class. Any number of activities may count as extra credit if they relate to course themes and represents a new activity or initiative that the student was not already engaged in prior to the class. If you are not sure whether an activity will be counted as extra credit, please come to talk to me. The event notices posted in the course calendar will count as extra credit. To receive credit, you must write a reflection of **no more than two pages** describing the activity, its relationship to the course themes, and what you learned from it that extended your personal or professional knowledge and goals. Write ups must be posted on ELMS by **Wednesday, December 12th at midnight**. All extra credit will be assigned at the end of the semester, and assessed on a case-by-case basis by the Instructor, but will not exceed 5% of your overall grade.

Course Policies, Procedures, and Expectations

Paper and Presentation Formatting & Tips: All papers turned in for grading should be written in 12-point, Time New Roman font. Papers should be double-spaced with at least a 1" margin on all sides. Citations should use Chicago Manual style. Presentations should generally be done in Power Point, through other formats such as Prezi may also be used (please consult me if you are considering another format). Some good rules of thumb when putting together professional presentations include: 1) Use legible type (no less than 24 pt.); 2) be concise (key points, not sentences); 3) use images to help you (a picture says a thousand words, it's true); 4) limited number (a good rule is one slide per minute); 5) use special effects sparingly (if at all); 6) keep it simple (flashy backgrounds and fonts often go badly—focus on readability and clarity); 7) cite appropriate (even images); and most importantly—PRACTICE, PRACTICE, PRACTICE!

Group Work: You may need to work in groups for some assignments in this class. In working in groups, students are expected to work collaboratively to develop shared goals, objectives, methods, and analysis. While dividing work makes sense at some points, groups must coordinate and communicate on a regular basis to make sure that they are moving towards a shared product.

Class Correspondence: Throughout the semester, I will send course-related content via e-mail that may include any announcements regarding class cancellations, university-wide emergencies, room changes, assignments, or other time-sensitive material. Students are responsible for checking their e-mails and course website on a regular basis, and for any content that I send out. Course notifications will be sent through ELMS, so please make sure that your information is up-to-date and your notification preferences are set accordingly. I will also send around a student information sheet on the first day of class. If the contact information you put on the sheet changes, please notify me as soon as possible.

I invite students to visit, call, or e-mail to discuss issues, ideas, suggestions, or questions related to the course. I will generally also be available immediately before or after class. You may visit me during office hours or contact me for an appointment. Otherwise, email is the best way to reach me. I will generally respond to your emails within 48 hours during the week, but not on the weekend. I have a mailbox in the main office of the Architecture Building (ask at the front desk), where you can leave me materials, but please email me to notify me that you have left materials for me there.

Late Assignments and Make-up Work: Unless students have received an extension, assignments not received on the date and time specified in the syllabus will be considered one day late. Assignments received 24 hours after that will be considered two days late, and so on. For every day late, work will be assessed a one letter grade penalty off the grade the work earns before any penalty is assessed. After 5 days, unless prior arrangements have been made, assignments will not be accepted and students will receive a zero for the assignment. Make-up work is available for students who have excused absences, but must be coordinated directly with the Instructor.

Fieldwork, Travel, and Safety: For this class, you are required to conduct field visits to various communities. You are strongly encouraged to conduct any and all visits in groups and think about personal safety while visiting conducting fieldwork and otherwise traveling for this course. It is important for students to exercise caution while walking crossing streets—crossing only at marked crosswalks with the signal, and not stopping in the street to take pictures. Avoid taking pictures of people during site visits. Pay close attention

to your surroundings and leave the area immediately if you feel unsafe.

Laptops & Other Electronic Gadgets: Laptops are permitted in the class, but should only to be used for viewing electronic copies of reading materials, taking notes, or other course-related activities. If you are surfing the web or doing another non-course related activity, it is not only distracting to you, but others around you. If this becomes a problem, I reserve the right to restrict the use of computers or other electronics in the classroom. All non-computer electronics should be shut off or on silent during class time.

University Policies and Resources. The University's Course Related Policies site (<http://ugst.umd.edu/courserelatedpolicies.html>) contains the most up-to-date information about university policies. This includes policies regarding academic integrity, student codes of conduct, sexual misconduct, non-discrimination, accessibility, attendance, communication, grades, intellectual property, course evaluations and other issues. It is your responsibility to understand your rights and responsibilities as expressed in these policies. In addition to university policies, the site also provides information about valuable resources to support academic success in this and other courses, as well as overall health and well-being during your time at the UMD. This includes resources on ELMS, learning assistance and tutoring, writing, libraries, health care, campus advocates, counseling and mental health, and other issues. Please let me know if you have any questions about these policies or resources.

Course Materials

Required Readings: There are two required textbooks for this course. All other course readings will be posted on ELMS at least a week before they are due or can be directly accessed online, as indicated in the course calendar. All students should have completed assigned readings before arriving to class. If students have additional readings that they would like to suggest, please let me know and I will consider distributing them to the class as alternative or supplemental readings. The required textbooks are available for purchase at the University Book Center and are on reserve at the Architecture Library.

Required textbooks:

Sandercock, Leonie. *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003. ISBN: 9780826464637

Lung-Amam, Willow. *Trespassers?: Asian Americans and the Battle for Suburbia*. University of California Press, 2017. ISBN: 9780520293908

Required films: Unless otherwise indicated, all required films will be on reserve for viewing at Hornbake Library's Nonprint Media Services Desk and will be available for streaming on ELMS under the "Modules" tab approximately one week before they are due.

Course Calendar

Please Note: As I try to adjust the course throughout the year to meet objectives and respond to student feedback, course materials or calendar may be subject to change. I will announce any changes regarding in the readings or calendar via ELMS and post any new readings on ELMS at least one week before class.

August 29: Course Introduction and Overview

In this session, students will receive a preview to the semester and get to know each other.

September 5: Of Race and Urban Space

Lipsitz, George. "The Possessive Investment in Whiteness" (Chapter 1). In *The Possessive Investment in Whiteness: How White People Profit from Identity Politics*. Temple University Press, 2006.

Lipsitz, George. "The Racialization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape." *Landscape Journal* 26, 1 (2007): 10-23.

"Interview with John A. Powell." Edited transcript. For *Race: The Power of Illusion*. California Newsreel, 2003.

Watch on your Own: Adelman, Larry, Exec. Prod. "The House We Live In." Series Three in *Race: The Power of Illusion*. California Newsreel, 2003. This film is available UMD's digital media lab. While on campus and logged into the network, you may access it via the following link at any time: <https://digital.lib.umd.edu/video?autostart=true&pid=umd:291523>. To watch while off-campus, you must install Cisco's Virtual Private Network (VPN), to allow the Office of Information Technology (OIT) network to authenticate your computer. Further information about VPN and how to download and install it can be found on OIT's website <https://www.itsc.umd.edu/>.

Required journal entry: Please reflect on the following questions: "What is the place that you call home? How might issues of race, class, and immigration have helped to construct this place socially and spatially and your relationship to it?"

Event notice: Prosperity Summit. September 5-7, 2018. Washington, DC.
<https://prosperitynow.org/events/2018-prosperity-summit>

Part I: The Emerging Multicultural Metropolis

September 12: The Emerging Multicultural Metropolis in DC and Beyond

"Overview", "Race and Ethnicity" (Chapter 2 / William Frey), "Immigration" (Chapter 3 / Audrey Singer) and "Income and Poverty" (Chapter 8 / Elizabeth Kneebone and Emily Garr). In "State of Metropolitan America: On the Front Lines of Demographic Transformation 2010." Report published by the Brookings Institution, Metropolitan Policy Program, 2010.

Price, Marie and Audrey Singer. "Edge Gateways: Immigrants, Suburbs, and the Politics of Reception in Metropolitan Washington" (Chapter 6). In Audrey Singer et al., eds. *Twenty-First Century Gateways: Immigrant Incorporation in Suburban America*, 137-168. Brookings Institution Press, 2008.

Assignment: Take self-guided walking tours of Langley Park and Wheaton

Event notice: "Lexington Market Walking Tour." September 15, 2018, 10:30-noon. Baltimore, MD. RSVP Required by August 31st to achen@umd.edu.

September 19: Cities of Difference and the Politics of Reception

Sandercock, Leonie. "Introduction: A Love Song to Our Mongrel Cities" (Chapter 1) and "Mongrel Cities: How Can We Live Together?" (Chapter 4). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Harwood, Stacey, and Sang Lee. "Immigrant-friendly Community Plans: Rustbelt Efforts to Attract and Retain Immigrants." In Burayidi, Michael A, ed., *Cities and the Politics of Difference: Multiculturalism and Diversity in Urban Planning* (2015): 236-262.

Misra, Tanvi. "Adapting 'Sanctuary Cities' to the Trump Era." *CityLab*. March 15, 2017.

Watch on your Own: Park, Annabel and Eric Byler. *9500 Liberty*. 2009.

Assignment Due: Walking tour reflections.

Part II: The Challenges to and Possibilities of Urban Diversity and a Just Metropolis

September 26: Segregating the City

Fullilove, Mindy. Introduction, and Chapters 1-4 (pp. 3-107). In *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It*. A One World, 2004.

Jackson, Kenneth T. "Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market." (Chapter 11). In *Crabgrass Frontier: The Suburbanization of the United States*. Oxford University Press, 1985.

Watch on your Own: Freidrichs, Chad, Dir. *The Pruitt-Igoe Myth*. Unicorn Stencil, 2011.

Event notice: "Shifting the Landscape: Black Architects and Planners, 1968 to Now." Smithsonian National Museum of African American History and Culture. September 27-29, 2018.

<https://nmaahc.si.edu/shifting-landscape-black-architects-and-planners-1968-now>

October 3: Ongoing Causes and Consequences of Segregation

Massey, Douglas S. and Denton, Nancy A. "The Continuing Causes of Segregation" (Chapter 4). In *American Apartied: Segregation and the Making of the Underclass*. Harvard University Press, 1993.

Desmond, Matthew. "Prologue" "Rat Hole" (Chapter 6) and "Out" (Part Two). In *Eviction: Poverty and Profit in the American City*. New York: Crown Publishers, 2016.

Rothstein, Richard. (2014) "The Making of Ferguson: Public Policies at the Root of its Troubles," Washington, DC: Economic Policy Institute.

Badger, Emily "The Long, Painful and Repetitive History of how Baltimore became Baltimore." *The*

Washington Post. April 29, 2015.

Event notice: "Evicted." National Building Museum. April 14, 2018-May 19, 2019.
<https://www.nbm.org/exhibition/evicted/>. Book talk and signing, September 13, 2018, from 6:30-8pm.

Event notice: "Creative Placemaking National Summit." October 5-7, 2018. University of Maryland, College Park. Themes related to equitable development and neighborhood change.
<https://www.cplsummit.org/national>

October 10: Promoting Access to Opportunity

Orfield, Myron. "Metropolitics: A Regional Agenda for Community and Stability." *Forum for Social Economics*, 28, 2: 33-49. Springer, 1999.

Goetz, Edward G. "Sustainable Fair Housing? Reconciling the Spatial Goals of Fair Housing and Sustainable Development in the Obama Administration." In James DeFilippis, ed. *Urban Policy in the Time of Obama*, pp. 246-258.. University of Minnesota Press, 2016.

Briggs, Xavier de Souza. "Politics and Policy: Changing the Geography of Opportunity" (Chapter 14). In Xavier de Souza Briggs, ed. *The Geography of Opportunity: Race and Housing Choice in Metropolitan America*, Brookings Institution Press, 2005.

Capps, Kriston. "Ben Carson is a YIMBY Now and Everything's Confusing." *CityLab*. August 14, 2018
<https://www.citylab.com/equity/2018/08/ben-carsons-new-argument-against-fair-housing-rules-its-about-nimbys/567449/>

Assignment Due: Midterm course journal.

October 17: Gentrification and Its Discontents

Slater, Tom. "The Eviction of Critical Perspectives from Gentrification Research." *International Journal of Urban and Regional Research* 30, 4 (2006): 737-757.

Hyra, Derek. "Black Branding" (Chapter 4), and "Linking Processes of Political and Cultural Displacement" (Chapter 6). In *Race, Class and Politics in the Cappuccino City*. University of Chicago Press, 2017.

Howell, Kathryn. "'It's Complicated...': Long-Term Residents and their Relationships to Gentrification in Washington, DC". In Hyra, Derek and Prince, Sabiyha, eds. *Capital Dilemma: Growth and Inequality in Washington, D.C.*, 255-278. Taylor and Francis, 2015.

Freeman, Lance. "Five myths about gentrification." *The Washington Post*, June 3, 2016.

Watch on your Own: Anderson, Kelly, Dir. *My Brooklyn*. 2012.

Event notice: "Intentionally Black, Intentionally Digital." October 18-20, 2018. University of Maryland,

College Park. Sessions related to space, place, migration and movement.
<https://aadhum.umd.edu/conference/>

October 24: The Neoliberal City and the Privatization of Public Space

Davis, Mike. "Fortress Los Angeles: The Militarization of Urban Space." In Michael Sorkin, ed. *Variations on a Theme Park: Scenes from the New American City*, 154-180. Hill and Wang, 1992.

Low, Setha M. "The Edge and the Center: Gated Communities and the Discourse of Urban Fear." *American Anthropologist* 103, 1 (2001): 45-58.

Banerjee, Tridib. "The Future of Public Space: Beyond Invented Streets and Reinvented Places." *Journal of the American Planning Association* 67, 1 (2001): 9-24.

Assignment Due: Gentrification position paper.

October 31: Race and Privilege in the Making of Urban Landscapes

Lung-Amam, Willow. *Trespassers?: Asian Americans and the Battle for Suburbia*. University of California Press, 2017. *Required Chapters:* Introduction, Chapter 3: "Mainstreaming the Asian Mall," Chapter 4: "That 'Monster House is my Home'," Conclusion. Other chapters are optional.

Optional Reading: Duncan, James and Nancy Duncan. "Aesthetics, Abjection, and White Privilege in Suburban New York." In Schein, Richard ed. *Landscape and Race in the United States*, 157-185. Routledge, 2006.

Happy Halloween! Dress in your best costume and bring in some tricks or treats.

Event notice: "(anti)Blackness in the American Metropolis." November 2-3, 2018. Baltimore, MD.
<https://blackgeographies.org/2018/08/22/urban-geography-seminar-nov-2-3/>

November 7: Towards Environmental Justice

Bullard, Robert D. "Environmentalism and Social Justice" (Chapter 1). In *Dumping in Dixie: Race, Class, and Environmental Quality* (Third Edition). Boulder, CO: Westview Press, 2000.

Agyeman, Julian, and Tom Evans. "Toward Just Sustainability in Urban Communities: Building Equity Rights with Sustainable Solutions." *The Annals of the American Academy of Political and Social Science* 590, 1 (2003): 35-53.

Hill, Marc Lamont. "Preface" and "Emergency" (Chapter 6). In *Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond*. Atria Books, 2016.

Access online: Robertson, Campbell and Richard Fausset. "10 Years after Katrina." *The New York Times*. August 26, 2015. <https://www.nytimes.com/interactive/2015/08/26/us/ten-years-after-katrina.html>

Watch In Class: Lessin, Tia and Carl Deal, Dirs. *Trouble the Water*. Zeitgeist Films, 2008.

Guest Lecturer: TBD

Part III: Making a Space for Difference in City Planning and Design

November 14: Designing Equitable and Inclusive Cities and Neighborhoods

Talen, Emily. "Design that Enables Diversity: The Complications of a Planning Ideal." *Journal of Planning Literature*, 20, 3 (2016): 233-249.

Day, Kristen. "New Urbanism and the Challenges of Designing for Diversity." *Journal of Planning Education and Research* 23 (2003): 83-95.

Putnam, Robert D. "E Pluribus Unum: Diversity and Community in the Twenty-first Century." *Scandinavian Political Studies* 30, 2 (2007): 137-174.

Watch on Your Own: Bezalel, Ronit, Dir. *70 Acres in Chicago*. 2016.

November 21: No Class. Happy Turkey Day!

November 28: Urban Planning Processes and Politics

Sandercock, Leonie. "Who Knows?: Exploring Planning Knowledges" (Chapter 3). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Qadeer, Mohammed A. "Pluralistic Planning for Multicultural Cities." *Journal of the American Planning Association* 63, 4 (1997): 481-494

Harwood, Stacy Anne. 2005. "Struggling to Embrace Difference in Land-Use Decision Making in Multicultural Communities." *Planning Practice and Research* 20 (4): 355-371.

Watch on your Own: Kennedy, Scott Hamilton. *The Garden*. Black Valley Films, 2009.

December 5: Towards a Just and Diverse Urban Future

Fainstein, Susan. "Cities and Diversity: Should We Want It? Can We Plan for It?" *Urban Affairs Review* 41, 1 (2005): 3-19.

Young, Iris Marion. "City Life and Difference" (Chapter 8). In *Justice and the Politics Difference*. Princeton University Press, 1990.

Sandercock, Leonie. "City Songlines: A Planning Imagination for the 21st Century" (Chapter 9). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Assignment Due: Final course journal

December 12: Just City Presentations

Assignment due: Just city presentations

Assignment due: Just city paper

Teaching Philosophy

I view teaching as an extension of my work as a social justice scholar. I want to develop students' skills, creativity, and courage to act as socially and environmentally responsible citizens, stewards, and leaders to build more equitable urban places. I aim to challenge their assumptions, critically engage their values and beliefs, and foster compassionate listeners, who are empathetic, aware, and open to difference.

I believe that we have to work together to solve big problems. Global climate change, rising income inequality, urban sprawl, racism, entrenched urban poverty, food insecurity, and other twenty-first century challenges are complex problems that require that we work with others respectfully and responsibility. This means that sometimes we will have to take charge to get things done, and at other times sit back and listen; sometimes we will do more than our own "fair share," and at other times we will do less. Working together is never easy, but it teaches us how to act as common citizens on the planet. We must learn to honor what each person brings to the table.

I believe that our best learning happens when we have an open mind and a respectful disposition. We all have prejudices, stereotypes, and ideas about the way things should be. We must be honest with ourselves about the baggage (good and bad) that we carry into the classroom. Our ideas, meanings, experiences, and goals matter, but are not universally held. When we tackle hard questions, others' often challenge our most deeply held values and beliefs, but offer opportunities for deep learning. While you may not always agree, with a little empathy, a positive attitude, and an open mind, you can always learn something new.

I believe in student-centered learning. I don't like to lecture at you because I think you learn best when given an opportunity to play with new ideas, talk about them, see them through the lens of your own experience and that of others, reflect on them, and apply them in different contexts. Learning new ideas involves a process of meaning-making that is different for each person. It is hard, and sometimes painful, work.

I believe that every class is different. Everyone comes with different needs, expectations, and goals, so what works for one, might not work for another. I like to get feedback early and often, and use many different mediums to speak to students' different learning styles.

I do not believe in the separation of the classroom from the "real world." You are already in the real world and need opportunities to confront hard questions and apply new ideas with people beyond your peer group. Interacting with communities outside the classroom will test your personal and professional skills and beliefs in new ways. It will help you hone your "soft skills"—communicating with, listening to, and building trust and rapport with people different than yourself—that will likely prove just as important to your career as the "hard skills" stressed in most of your courses.

I believe that I am training the next generation of change agents. Tackling the big problems requires

courage, conviction, and compassion for one another (and all others living beings on the planet). To create a more socially and environmentally just and sustainable future, we have to dream big, work hard, keep our goals in mind, our head on our shoulders, and let our hearts lead the way.

About Me

This is my sixth year as Assistant Professor at the University of Maryland, College Park in the Urban Studies and Planning Program. I also serve as Director of Community Development at the National Center for Smart Growth Research and Education. My scholarship focuses on link between social inequality and the built environment. I have written extensively on immigrant suburbanization, including my book, *Trespassers? Asian American and the Battle for Suburbia*. Other recent projects have focused on the politics of equitable development, gentrification, suburban poverty, and geographies of opportunity. My research has been supported by Ford Foundation, Andrew W. Mellon Foundation, Environmental Protection Agency, Enterprise Community Partners, and other local, state, and federal agencies and foundations. I have worked professionally on master-planning projects in low-income communities, and with non-profits, public agencies, and private firms on issues of public housing and community development.

At the University of Maryland, I teach graduate and undergraduate courses on urban inequality and diversity, social planning, and community development. I also serve as Affiliate Faculty at American University's Metropolitan Policy Center and at the University of Maryland's Consortium on Race, Gender, and Ethnicity, Department of American Studies, Asian American Studies Program, and Historic Preservation Program and as a Faculty Associate at the Maryland Population Research Center.

I hold a Ph.D in Landscape Architecture and Environmental Planning from the University of California, Berkeley, an M.C.P in Urban Studies and Planning from the University of Maryland, College Park, and a B.S. in Comparative Studies in Race and Ethnicity from Stanford University.

In my "off time," I'm a proud and busy mother of two active boys (13 and 8), an avid gardener, and lover of fiction, long walks in Rock Creek Park, zumba and yoga. Washington, DC is the first city that I fell in love with and a place that I am proud call home.