



Columbia Height Community Mural, Washington, DC by G. Byron Peck (Source: <http://dcmurals.info>)

Diversity and the City

Instructor:

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Office Hours:

Wednesdays, 11 am – 1pm with Instructor or by appointment

Class Information:

3 units
Mondays and Wednesdays, 2:00 – 3:15pm
Jiménez 0122
Course website on ELMS (www.elms.umd.edu)
No prerequisites required

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, social 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 examples from abroad. 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, and fostering spaces that meet the needs, preferences, values, and meanings of different racial, ethnic, and cultural groups as well as social 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 kinds of questions do increasing immigration and the co-mingling of residents of various nationalities, ethnicities, and cultures raise with regard to 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 both 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 through city design and policy. And in the final section, we will theorize just cities and students will present their own visions for how we can achieve more equitable and diverse urban futures.

Course Objectives

By the end of the semester, students should:

- Be familiar with important trends and forces behind the reshaping of geographies of race, class, and immigration in the metropolis today, particularly in the Washington DC area;
- Demonstrate an understanding of how the built environment of cities is produced by urban actors, including planners, designers, and policy makers;
- Articulate ways that racial, ethnic, and cultural diversity and immigration present both challenges and opportunities for urban policy, planning, and city building.
- Engage thoughtfully, respectfully, and honestly with community residents and other students around issues of race, urban inequality, and cultural difference;
- Demonstrate self-reflexivity with regard to the ways in which issues of race, immigration, and inequality affect their own ideas about and experiences of urban space;
- Be familiar with various methods of neighborhood and environmental analysis, including "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 might look like and appropriate tools of policy and planning practice that could be used to achieve this vision; and
- Improve their professional presentation 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%

Reading questions: 15%

Course journal: 15%

Race and place autobiography: 10%

Diverse DC neighborhood profile presentation: 20%

Just city presentation: 20%

Please check ELMS under each assignment for addition point breakdowns and 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 an appropriate and productive manner. Please be on time. Absences or coming late to class will result in lowered participation grades. Mid-term and final participation grades will be assessed based on class attendance and the students' contribution to critical, inclusive, and productive course discussions.

Reading questions: For each class period, students should post one question regarding the readings or

films on the ELMS discussion board (these do not also have to be posted in the assignment section). These questions should demonstrate that you have read or watched the materials, understood their main points or arguments, and are able to critically engage or analyze them. Good questions are those that try to punch holes in the main ideas, methods, or conclusion, make connections among various readings or themes of the course, or extend the author's main concepts or points into the real world (relating to your or others' experiences). These questions will be used to direct class discussion. Questions should be posted on the ELMS discussion board by Sunday at midnight for the Monday class and Tuesday at midnight for the Wednesday class.

Course journal: Because this course asks you to confront many difficult and sometimes personal questions, it is important that students have a safe space to reflect outside of the classroom. Please plan to keep a digital journal for this class in a Word file. This journal is meant to give you a chance to say things that you might not have felt comfortable to say in class and to extend your learning. You may write in your journal at any time, however, as a requirement of the class, please make at least six journal entries for the semester (three during the first half of the semester and three during the second half) to reflect on the week's themes, discussions, readings, or activities, what they meant to you, any questions that you may still have, or any issues, concerns, or thoughts 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 particular events, feelings, experiences, or thoughts and course materials, class activities, discussions, or ideas sparked by the class. The journals are structured so that you do not have to write them every week, but you should write in them on a regular basis and not wait until the midterm or final (it will be apparent in your writing). It is best to write on Mondays or Wednesdays after class when the ideas are fresh in your mind. While there is no specified length for a journal entry, a three to four paragraph reflection is typical. Course journals should be upload onto ELMS for midterm grading by October 14th at 2:00pm, and for final grading by December 9th at 2:00pm.

Race and place autobiography: In this assignment, you are asked to think personally about the ways in which race and your racial or ethnic identity has impacted your own relationship to urban space—your house, city, neighborhood, school, the places you visit, where you feel comfortable or safe, how you navigate the urban landscape, or your values, perceptions and ideas about particular places. Write a three to five- paged (double-spaced) reflection and post it on the ELMS assignment section by September 14th at 2:00pm. Please be as honest and reflective as possible. While this is an academic exercise, it is also a chance for deep personal insight. These will not be shared in class.

Diverse DC neighborhood presentation: This exercise is designed to help ground students in the diversity and geography of the Washington, DC Metro area, give students a better sense of how the area has changed demographically in the past few decades, and how these changes are being felt and negotiated in neighborhoods. It also aims to help students improve their analytical, observation, and research skills as they relate to studies of urban places and their professional presentation skills. The basic idea is to complete a profile of a DC neighborhood with a group of your peers and present it to the class—giving us a sense of what the neighborhood looks and feels like, who lives there, what its unique qualities are, how the neighborhood has changed socially and spatially over time, and any major conflicts, tensions, issues, or opportunities that have developed in the area related to its changing character. As part of this project, you will be expected to visit the neighborhood and speak to neighborhood residents about their opinions. All neighborhoods will be Metrorail or bus accessible and cost less than \$6.00 one way to access from campus. Students will present the projects in 10 minute presentations in class on October 14th and 19th.

Projects grades will be determined by both instructor and peer-review. A more detailed assignment sheet will be handed out in class for this project.

Just city presentation: This is a chance for you to synthesize what the materials in this class have meant to you in terms of your own future practice, research, and/or personal and professional life by speaking to what your ideal just city or just urban space looks like. The assignment is to present about a space that you would consider to represent a just space. 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 that convey the ideals that you are interested in. Where ever you choose, the place or places should meaningfully express what you believe personally and professionally about the concept of justice and how it can shape the future of cities and city building. To do so, you may need spend some time researching the history, spatial qualities, and uses of the place or places you choose.

You should present your space to the class using any number of mediums—you may hand draw an image, make a computer graphic, photograph a place, compose a collage, or locate online photos of a place or places that represent the spatial qualities and values you are most interested in. Alternatively, you could express your ideas about spatial justice through a non-visual medium like a song, poem, or action—may you want to volunteer for an organization, write a play, or present your ideas in a public forum. Remember that your medium of expression can be a meaningful expression of the ways in which you think about the concept of justice. In class, you will present your ideas in a five-minute presentation to the class on either December 9th or 17th. In your presentation, discuss why you have chosen this place (why it represents a just space to you), your particular form of presentation (why did you choose the medium or format of presentation), and about the important qualities of the space that make it just. 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.

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) still cite appropriate (even images); and the most importantly---PRACTICE, PRACTICE, PRACTICE!

Group Work: A significant portion of your grade for this course will be based upon your participation and contribution to group work. In working in groups, students are expected to work collaboratively to develop shared goals, objectives, methods, and analysis. While dividing up 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 which 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. Also, I will be sending around a student information sheet on the first day of class. If the contact information you put on here 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 be available to address any student questions, problems, or concerns 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 written materials, but please email me to also let me know 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 assignment 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 five days, the student will receive a zero for any missing assignments. Make-up work is available for students who have excused absences, but must be negotiated directly with the instructor. If you are turning in late work, please upload the work onto ELMS and hand me a hard copy of the work in class.

Absences: Although extenuating circumstances do occasionally preclude students from attending class, students are expected to make a reasonable effort to come to class. If you plan to miss a class, please confirm your absence prior to class time in an email to me. Regardless, you will still be responsible for ensuring that all assignments are completed and for any material that we cover in class. It is the student's responsibility to provide appropriate documentation for excused absences. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester.

Students who fail to notify the instructor of these circumstances and/or fail to provide appropriate documentation will not be eligible for an excused absence. Students who experience a prolonged absence(s), or an illness on days when presentations are scheduled or assignments are due, are required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional. Further information on the University's policies on medically necessitated absences can be found online at: <http://www.president.umd.edu/policies/v100gnew.html>

Concerns about Grades: Student questions or concerns regarding grades should be submitted to me in writing.

Fieldwork, Travel, and Safety: For the Diverse DC neighborhoods project, you are required to visit your site in person. However, you are strongly encouraged to conduct any and all site 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.

Attendance at University or Community Events: The Washington-Baltimore area is an extremely interesting and active place to engage with many of the questions and concerns central to this course. As I find out about relevant events on or off-campus, I will let you know and occasionally, provide course credit for attendance. Likewise, if you are aware of any events relevant to the discussion we are having in class, please let me know so that I can encourage other students to attend.

Students with Disabilities: If you need disability-related accommodations or other special arrangements or considerations, please let me know as soon as possible. Information on Disability Support Services can be found online at: <http://www.counseling.umd.edu/DSS/>.

Laptops & Other Electronic Gadgets: Laptops are permitted in the class, but should only to be used for viewing electronic copies of reading materials and taking notes. 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 in the classroom. All other electronic gadgets should be shut off or on silent during class time.

Academic Integrity: UMD takes academic integrity seriously. Information on the University's policies on academic honesty can be found online at the Office of Judicial Programs and Student Ethical Development, <http://www.jpo.umd.edu/> or the Student Honor Council, <http://www.shc.umd.edu/>. All projects and assignments submitted by students enrolled in this course must be entirely the product of the individual student. Unless approved by the instructor, students may not receive any assistance from fellow students, students outside of this course, spouses, significant others, relatives, friends, acquaintances or employees. Students who fail to meet this requirement will be subject to University policies concerning Academic Dishonesty.

Honor Code: The University has a nationally recognized Honor Code, administered by the Student Honor Council. Unless you are specifically advised to the contrary, the Pledge statement should be *handwritten* and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Ownership of Work: University regulations require faculty to retain all examinations for a period not less than one academic year. I reserve the right to retain certain projects for use in publicity, display, or other official uses. In addition, projects may be retained for archival reasons or in cases of grade disputes.

Religious Observances: The University's policy on religious observance states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Further information on this policy

can be found online at: <http://www.president.umd.edu/policies/iii510anew.html>

Campus Safety / Inclement Weather / School Closure Policy: This course will not meet in the event of extreme weather or other emergency that causes the University of Maryland to close. University closure status can be monitored at: http://www.umd.edu/emergencypreparedness/weather_emer/. UMD Alerts is an alert system that allows the University of Maryland to contact you during an emergency by sending text messages to your e-mail, cell phone, or pager. When an emergency occurs, authorized senders will instantly notify you using UMD Alerts, connecting you to real-time updates, instructions on where to go, what to do or not do, who to contact, and other important information. To register for UMD Alerts, please visit: <http://alert.umd.edu/>.

Sexual Harassment: The University of Maryland is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. Accordingly, the Campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety, and injury. Sexual harassment threatens the legitimate expectation of all members of the Campus community that academic or employment progress is determined by the publicly stated requirements of job and classroom performance, and that the Campus environment will not unreasonably impede work or study. Please familiarize yourself with the policies and procedures found at: <http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI120.html/>.

Course Evaluations: Course evaluations are an important component of higher education. I take course evaluations very seriously utilizing the information to assist me in improving teaching methods, revising curriculum, and planning new courses. It is the responsibility of every student to provide objective critical feedback at the conclusion of every semester. Information on course evaluation policy can be found at: <http://www.courseevalum.umd.edu/>. In addition the University-wide course evaluations, I generally ask students to fill out an instructor-generated midterm and final evaluation.

Copyright Notice: Class lectures and other materials are copyrighted and may not be reproduced for anything other than personal use without my written permission.

Course Materials

Required Readings: All course readings will be posted on ELMS at least a week before they are due. All students should have read assigned readings for that week 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.

Required films: All required films will be put on reserve for viewing at Hornbake Library's Nonprint Media Services Desk and will be put on ELMS website for streaming 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.

Monday, August 31: Course Introduction and Overview

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

Wednesday, September 2: Race & Urban Space

Watch on your Own: Adelman, Larry, Exec. Prod. "The House We Live In." Series Three in *Race: The Power of Illusion*. California Newsreel, 2003.

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

Monday, September 7: Labor Day: NO CLASS

Wednesday, September 9: Race & Urban Space (cont.)

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

Part I: The Emerging Multicultural Metropolis

Monday, September 14: Race & Ethnicity

"Overview" and "Race and Ethnicity" (Chapter 2 / William Frey). In "State of Metropolitan America: On the Front Lines of Demographic Transformation 2010." Report published by the Brookings Institution, Metropolitan Policy Program, 2010.

Assignment Due: Race and place autobiography

Wednesday, September 16: Immigration & Poverty

"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.

Monday, September 21: The DC Area as a Multicultural Metropolis

Chacko, Elizabeth, "Washington, DC: From Biracial City to Multiethnic Gateway." In Marie Price and Lisa Benton Short, eds. *Migrants to the Metropolis: The Rise of Immigrant Gateway Cities*, 203-225. Syracuse University Press, 2008.

Wednesday, September 23: Cities of Difference

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.

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

Monday, September 28: Histories of Segregation

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.

Wednesday, September 30: Segregation and Discrimination

Massey, Douglas S. and Denton, Nancy A. "The Missing Link" (Chapter 1) and "The Continuing Causes of Segregation" (Chapter 4). In *American Apartheid: Segregation and the Making of the Underclass*. Harvard University Press, 1993.

Monday, October 5: The Contemporary State of Segregation in the U.S.

Frey, William H. Neighborhood Segregation: Towards a New Racial Paradigm (Chapter 9). In *Diversity Explosion: How New Racial Demographics are Remaking America*. Washington: Brookings Institution Press, 2014.

Badger, Emily "The Long, Painful and Repetitive History of how Baltimore became Baltimore." *The Washington Post*. April 29, 2015.

Wednesday, October 7: Inclusive Zoning and Fair Housing

Badger, Emily. "Obama Administration to Unveil Major New Rules Targeting Segregation across U.S.: Administration Calls Move "Historic," while Conservatives Decry it as "Social Engineering." *Washington Post*. July 8, 2015.

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.

Monday, October 12: Gentrification

Watch on your Own: Walton, Ellie, Dir. *Chocolate City*. 2007.
<https://www.youtube.com/watch?v=P1NkfATQvj4>

Hopkinson, Natalie. "Farewell to the Chocolate City." *New York Times*, June 23, 2012.

Wednesday, October 14: Diverse DC

Student presentations: Diverse DC neighborhoods project

Assignment due: First half course journal (at least three entries).

Monday, October 19: Diverse DC

Student presentations: Diverse DC neighborhoods project

Wednesday, October 21: Resisting Gentrification

Harvey, David. "The Right to the City" *New Left Review* 53:23-40.

Check out the Right to the City website: <http://righttothecity.org/>

Monday, October 26: Integrating Neighborhoods

Nyden, Philip, Michael Maly, and John Lukehart. "The Emergence of Stable Racially and Ethnically Diverse Urban Communities: A Case Study of Nine US Cities." *Housing Policy Debate* 8, 2 (1997): 491-534.

Wednesday, October 28: The Privatization of Public Space

Blakely, Edward J. "Fortress America: Separate and Not Equal." In Rutherford H. Platt, Ed. *The Human Metropolis: People and Nature in the 21st-Century City* (2006): 197-205.

Monday, November 2: The Carceral City

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

Wednesday, November 4: Reinhabiting the Public

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

Monday, November 9: New Orleans and the Politics of Neglect

Watch on Your Own: Lessin, Tia and Carl Deal, Dirs. "Trouble the Water." Zeitgeist Films. 2008

Wednesday, November 11: Environmental Racism

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.

Monday, November 16: Towards Environmental Justice

Agyeman, Julian, and Tom Evans. 2003. "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): 35-53

Wednesday, November 18: The Politics of Reception

Watch on Your Own: Park, Annabel and Eric Byler, Dirs. *9500 Liberty*. 2011

Monday, November 23: Welcoming Cities

Sandercock, Leonie. "There is No Hiding Place" (Chapter 6). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Watch on your Own: Snyder, Kim A., Dir. *Building a Nation of Neighbors*. Active Voice, 2011.
<https://vimeo.com/23964546>

Part III: Towards a Just and Diverse Urban Future

Wednesday, November 25: Equity Planning

Davidoff, Paul. "Advocacy and Pluralism in Planning." *Journal of the American Institute of Planners* 31, 4 (1965): 331-338.

Monday, November 30: Citizen Participation in Public Decision-Making

Innes, Judith E., and David E. Booher. "Reframing Public Participation: Strategies for the 21st Century." *Planning Theory & Practice* 5, 4 (2004): 419-436.

Wednesday, December 2: The Possibilities of Planning for and With Difference

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

Monday, December 7: Just Cities

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

Wednesday, December 9: Just City Presentations

In Class Student Presentations.

Assignment due: Full course journal (at least six entries).

Thursday, December 17 (1:30 – 3:30 pm): Just City Presentations & Course Wrap Up

In Class Student Presentations.

Teaching Philosophy

I view teaching as an extension of my work as a social and environmental justice activist and community planner and designer. I want to develop students' skills, creativity, and courage them to act as socially and environmentally responsible community citizens, stewards, and leaders to build more equitable and enjoyable cities and 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 poverty, food insecurity, and other twenty-first century challenges are complex problems that require that we learn to work with others respectfully and responsibility. This means that sometimes we will have to take charge to get things done, and 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 a community and 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. Sometimes we are aware of them and sometimes not. 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, need opportunities to confront hard questions and apply new ideas with people beyond your peer group. Interacting with people and communities outside the University 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 course work.

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

I am an Assistant Professor at the University of Maryland, College Park in the Urban Studies and Planning Program. My scholarship focuses on link between social inequality and the built environment. It looks at immigration and diversity in American cities and suburbs, and social and environmental justice issues as they relate to the built form of cities, urban policy, and planning and design practice. My approach focuses on a collaborative and community-engaged research on the issues faced by socially disadvantaged groups. My recent research has including projects on immigration and the changing politics of place in the American South; multi-generational home building trends; the suburbanization of poverty and suburban redevelopment; and gentrification in Washington, DC. I am currently writing a book about Asian immigration and Silicon Valley and the politics of place-making the region. 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 issues of urban inequality and diversity, social planning, and community development. I also serve as Affiliate Faculty in the Consortium on Race, Gender, and Ethnicity, Department of American Studies, and Asian American Studies 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 mother of two active boys (9 and 4), an avid gardener, and lover of fiction, long walks in Rock Creek Park, and yoga. Washington, DC is the first city that I ever fell in love with and a place that I am proud call home.