

URBDP 528: *Urban History Ethics Form and Theory 2 (HEFT-2)*

Winter 2023

Meeting time: T Th; 10:00 - 11:20 am

Meeting place: 322 Gould

Credits; Format: 3 Credits; Lecture and Discussion

Course Website: canvas.uw.edu/courses/1614634

Instructor: Manish Chalana, Associate Professor, Dept. of Urban Design and Planning

Instructor contact info: 448B Gould, chalana@uw.edu, 206-616-6051

Office hours: Th, 12-1pm; or by appointment. (Sign up: <https://calendar.app.google/KetQPJwzLP6pGbTA7>)

TA: Sunho Choi, Ph.D. Candidate, Dept. of Urban Design and Planning

Contact Information: 418 Gould, sunhoch@uw.edu

Office Hours: T Th, 11:30 am-12:30 pm (Sign up: calendar.app.google/dpnUTresXpV8up9g8)

Description

This course is the second in the series of history, ethics, form and theory (HEFT) courses in the MUP core curriculum. This series, including this course, introduces you to the urban context in all its complexity, in particular how cities are shaped by economic, political, social and technological forces, and how they transform as a result.

The series is organized chronologically to focus on the intersections of urban form, planning history, theory and ethics within the context of urban societies of different historical periods. In the fall class we engaged with urban form methods and normative theories and focused on the pre-contact/pre-colonial/indigenous city. In this quarter we will focus on the following:

1. The Colonial City
2. The Industrial City
3. The Post-Industrial and Global City

From participating in HEFT 2, you will learn about the formation and transformation of urban environments, and the theoretical underpinnings and ethics related to those transformations. We will place particular emphasis on the experiences of non-elite groups whose stories have traditionally been left out of dominant narratives of urban history, including members of indigenous groups, immigrants, women, queer folks, and African Americans.

Learning Objectives

1. How are cities built? How do they evolve and transform with a particular focus on urban form
2. Understand the a) theoretical underpinnings and b) ethical considerations as well as consequences of such urban transformations
3. Develop a critical understanding of form, theory and ethics through the exploration of a) settler-colonial city; b) industrial city and c) the postindustrial and global city

Structure

The course is structured as a lecture and seminar that emphasizes reading, discussion, research, writing and presentation as primary modes of learning. To promote engagement with the course and content, students will have opportunities to participate in in-class exercise, work in groups on assignments, and share their

work with fellow classmates.

The course takes place ON SITE with the exception of class periods noted in the schedule. In those you would be expected to either participate in a synchronistic (or asynchronistic) lecture or conduct work associated with class assignments under the supervision of the TA.

Course Readings

Core Textbook

The Evolution of American Urban Society, 8th Edition, Howard P. Chudacoff, Judith E. Smith, and Peter C. Baldwin.

Additional Readings

The core text will be held on reserve at the BE Library for a 4-hr loan period. Additional readings would be made available through Canvas. You would need to access core text, other books and materials for the assignments through University Libraries (or through Interlibrary loans). Alternatively, you can purchase those through online retailers. Those materials have NOT been ordered for you at the University Bookstore. See course Canvas for an expanded list of readings.

Course Organization

The class meets on Tue and Thur. Ordinarily one class in the week is centered on discussions on the topic of the day, led by the instructor. The other class may be reserved for in class exercises, presentation or discussions.

Course Website: The Canvas site is the central portal for the class. You will find all assignments and project information posted on the website. You can also access the discussion board and assignment drop areas there. Additional project-related materials will also be made available through the course website. It is expected that you check the course website regularly for updates and announcements.

Questions/Clarifications: If you have any questions/comments about assignments, etc. send an email to the TA who will respond to you within 12-hrs.

Course requirements

Requirements for the course are rather straightforward: do the readings, show up on time, pay attention, engage in discussion and complete all course assignments.

Assignments

Think Pieces: 3 pieces, 500-700 words each, 7 pts each, for a total of 20 pts (worth 20% of grade)

A “think piece” is a reflection/response to a set of readings that you will review in preparation for the class. It is not a formal essay per se, but it is a thoughtful presentation of ideas/themes that emerged from the readings. The purpose of the think piece is for you to critically review the readings and pull out the main themes/ideas and draw connections and intersections between the readings and existing knowledge and/or experience in a clear and concise writing style. You may be asked to share your insights with the class on the day the readings are assigned for.

Your think pieces can be illustrative and include images and live links to podcasts, videos etc. Please cite all sources including class materials used in crafting the think piece. Post your think pieces in the assigned area of Canvas (in the Discussions section). You will be able to review your classmates' posts after you have uploaded yours.

You will be assigned the specific readings for which you will create think pieces.

The think pieces are due 12 hrs. prior to the class period of discussion for those readings.

In-class Exercises: 2 exercises, 10 pts each, for a total of 20 pts (worth 20% of grade)

You will engage in two in-class exercises that are closely related to the class readings or the assignments. The details of the exercises will be discussed in class.

Book report/presentation/discussion: 20 pts (worth 20% of grade)

You will be assigned one book to present on. You will have an opportunity to rank your top 5 choices among the set of books, and the professor will honor students' preferences as much as possible in assigning them each a book. You and the other students assigned the same book will read and present its contents, using the history, ethics, form and theory framework. You will be expected to prepare a *book report* that will be shared with the class 24 hours before the presentation. For non book presenters, post one developed thought on one of the books on Canvas by midnight before the day of presentation. Details on the assignment will be shared in class, and made available through Canvas.

Research Paper: 10 pts (outline) + 30 pts (final paper) (worth 40% of grade)

For the research paper, you will write an original essay applying the themes of history, theory, ethics and form as engaged in in the class and applied to some element of Seattle and/or its environs. The paper should be 3,000-3,500 words long, not including the table of contents, list of figures and bibliography. Examples of possible themes (there are many more) include: labor conflict, social services, pauperism, urban renewal, health and sanitation, specialized districts, education, boosterism, urbanization, transportation, industrialization, suburban growth, parks and open spaces, or experiences of minorities (racial, sexual, economic).

A more detailed description of the assignment will be made available on the course webpage. Look for due dates for the abstract, list of sources and repositories in the course schedule.

Overall assignment instructions:

All group projects should use Google Doc or Slack so the instructor and TA can review the progress, respond to questions, and offer suggestions as needed. If groups are not assigned for you, please try to maximum diversity and inclusion in creating them.

All assignments need to use a consistent form of citation. You may choose from any common style guide, such as Chicago, MLA or Vancouver. Use Zotero, Endnote or similar bibliographic software to organize your citations.

Grading Summary

20%	3 think pieces
20%	2 in-class exercises
20%	Book report, presentation and discussion
40%	Paper outline (10%); final paper (30%)

Grading Chart

Letter	A		A-				B+			B-
4.0 Scale	4.0	3.9	3.8	3.7	3.6	3.5	3.4	3.3	3.2	3.1
Percentage Points	95.00 – 100%	94.00 - 94.99%	93.00 - 93.99%	92.00 - 92.99%	91.00 - 91.99%	90.00 - 90.99%	88.00 - 89.99%	86.00 - 87.99%	84.00 - 85.99%	82.00 - 83.99%

Deadlines

There is a penalty of 10% grade reduction in case of late submission that is within three days of the due date; from day 4-7 you will lose 25% of your grade; submission after day 7 do not earn any credit.

Standard exceptions for major medical situations apply; such situations should be discussed with the instructor.

Academic honesty

This class is of course governed by all of the university's student policies, including those on plagiarism and multiple submissions. It is your responsibility to be familiar with these. More information is available on this website: <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Participation

Participation in all classes is required. Students are expected to show up for all class periods having done the readings and participate in both in person (and online) discussions. Your instructor may solicit your response on different topics engaged in the class.

Deliverables

Digital copies of assignments/final project: Submit digital (pdf) versions of assignments to the designated drop area on the course webpage titled as such: LAST NAME_ASSIGNMENT NUMBER

Collaboration

You are encouraged to work in teams for the assignments and final project. While expectations will be outlined in each assignment handout in terms of team composition, deliverables and process, each participant is expected to contribute equitably throughout the process for each assignment.

Accommodations

Among the core values of the university are inclusivity and diversity, regardless of race, gender, income, ability, beliefs, and other ways that people distinguish themselves and others. If any assignments and activities are not accessible to you, please contact me so we can make arrangements to include you by making an alternative assignment available.

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS; <https://depts.washington.edu/uwdrs>), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. The website for the DRS provides other resources for students and faculty for making accommodations.

Washington state law requires that UW develop a policy for the accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request>).

Safe Space

Learning often involves the exchange of ideas. To include everyone in the learning process, we expect you will demonstrate respect, politeness, reasonableness, and willingness to listen to others at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.

We use the definition of safe space provided by the Safe Space Network: a place where anyone can fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, nationality, religious affiliation, age, or physical or mental ability. However safe space doesn't mean your ideas won't be challenged, or you won't potentially feel uncomfortable. It does mean that you won't be made to feel uncomfortable, unwelcome, or unsafe on account of the characteristics mentioned.

Preventing violence is a shared responsibility in which everyone at the UW plays a part. If you experience harassment during your studies, please report it to the SafeCampus website (anonymous reports are possible, washington.edu/safecampus/). SafeCampus provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.

Sensitive topics

The class may cover a wide range of sensitive topics in urban history including genocide, enslavement, various forms of oppression and sexuality, among others. This includes both challenging conversations and the occasional use of imagery as well as historical terminology related to these topics. (<https://www.cnn.com/2020/07/06/us/racism-words-phrases-slavery-trnd/index.html>) This is a graduate level class, and it is expected that we will all approach these topics with sensitivity, thoughtfulness, and openness, and recognize that different people will have their own relationships to this material. Be respectful of diverse opinions and allow everyone to contribute in the discussions.

Technology Protocol

Cell Phones and other Internet distractions: Please be courteous and refrain from personal digital activity during class time.

Some classes may be held virtually to accommodate non-local guest speakers and instructor's conference commitments. These could be in either in a synchronist or asynchronistic format. The Zoom links will be provided through Canvas. For the virtual classes, please review the Zoom Etiquettes:

- i) Log into Zoom a few minutes prior to the meeting time
- ii) Test your camera, headset and microphone to ensure they are working properly
- iii) Find a quiet place; ensure that your background is appropriate
- iv) If you need to speak raise hands or submit a question via chat box.
- v) Refrain from "side conversations" that will distract students from the ongoing conversation.
- vi) Please have your cameras on as it better stimulates the face-to-face classroom experience (Bauer, 2020)

vii) The instructor or TA will remain in the Zoom room ten minutes after the class concludes to take any additional questions/clarifications you might have.

COVID, Monkeypox and Masking Policy

This class is conducted in-person and masking is strongly encouraged in accordance with the UW Masking policy (<https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy>). Students are expected to participate in class to fully benefit from course activities and meet the course's learning objectives. Students should only register for this class if they are able to attend in-person.

To protect your classmates, those who feel ill or exhibit symptoms consistent with COVID-19 should not come to class and seek immediate testing, the most convenient may be the Husky Testing Program (<https://www.washington.edu/coronavirus/testing/hct/>). If you test positive contact the University of Washington UW COVID-19 Response and Prevention Team (covidehc@uw.edu or 206-616-3344). When absent, it is the responsibility of the student to inform the instructor in advance (or as close to the class period as possible in the case of an unexpected absence), and to request appropriate make-up work. The instructor will determine if make-up work is possible and/or to modify assignment or course grading. For chronic absences, the instructor may award an incomplete grade after the 8th week, or recommend the student contact their academic adviser to consider a hardship withdrawal (known as a Registrar Drop).

You may be eligible for an accommodation administered by the Disability Resources for Students (DRS) to take classes remotely if you are a student who is (a) immunocompromised or (b) experiencing other diagnosed physical or mental health conditions that preclude you from participating in class in person.

Resources for topics of urban form, urban history, planning theory and ethics

The UW Library holds an extensive collection of scholarly works of the topics engaged in the class. In addition, there are innumerable websites devoted to various aspects of planning and urban history and you may wish to visit some of them. Flagship periodicals in the field, most of which can be accessed through the University Library sites including: Journal of Urban History, and the Journal of Planning History, Planning Theory, Planning Theory and Practice, Journal of Planning Education and Research, Journal of American Planning Association, Planning Perspectives, and Urban Morphology, among others. There you will find current scholarship as well as reviews of recent publications.

Schedule

MODULE 1: The Settler Colonial City (Weeks 1-4)

WEEK 1	
Tue, Jan 03	Meet and Greet Introduction to the participants and course; syllabus, schedule/modules/Canvas/ Revisiting themes engaged in the class/archival research methods
Readings	[<i>History</i>] Abbott (2006); Hein (2017) [<i>Form</i>] Lefebvre (2003); Lynch & Rodwin (1958) [<i>Theory</i>] Brenner (2009); Fainstein (2005) [<i>Ethics</i>] Campbell (2012); Marcuse (1976)
Thu, Jan 05	[Lecture] Urban America: Up to the American Revolution
Readings	Chudacoff et al. (2015) Ch. 1; Saitta (2010)
WEEK 2	
Tue, Jan 10	[Discussion] Settler-Colonial Present THINK PIECE: TP-1
Readings	Barry & Agyeman (2020); Blatman-Thomas & Porter (2019); Macoun & Strakosch (2013); Hugill (2022)
Thu, Jan 12	[Lecture] Urban America: Up to the Civil War
Readings	Chudacoff et al. (2015) Ch. 2; Covart (2022)
WEEK 3	
Tue, Jan 17	[Lecture] Urban America: Walking City
Readings	Chudacoff et al. (2015) Ch. 3
Thu, Jan 19	[In Class Assignment: E-1] World Colonial Cities
Readings	King (1985); Bruijne (1985) You will be assigned one chapter from either of the two books (AlSayyad, 1992; Ross et al., 1985). Find details on E-1 on Canvas.
WEEK 4	
Tue, Jan 24	[Book Discussion] Urban Vision and Infrastructure
Readings	Bender (1982); Willams (2015)

Thu, Jan 26 **[Book Discussion] Public Health and Racialized Urban Form**

Readings Finger (2012); Ellis & Ginsburgh (2017)

MODULE 2: The Industrial City (Weeks 5-7)

WEEK 5

Tue, Jan 31 **[Lecture] Urban Infrastructure**
Research Paper Abstract

Readings Chudacoff et al. (2015) Ch. 4

Thu, Feb 2 **[Lecture] Migration, Immigration, Housing**

Readings Chudacoff et al. (2015) Ch. 5

WEEK 6

Tue, Feb 7 **[Discussion] Race and Borderlands in the Post-War Metropolis**
THINK PIECE 2: TP-2

Readings Boehm & Corey (2020) Part IX

Thu, Feb 9 **[Lecture] Reform and Planning**

Readings Chudacoff et al. (2015) Ch. 6, 7

WEEK 7

Tue, Feb 14 **[Book Discussion] Gender and Immigrants**

Readings Spain (2001); Sandoval-Strausz (2019)

Thu, Feb 16 **[Book Discussion] Race and Inequity**

Readings Freeman (2019); Sugrue (1996)

MODULE 3: The Post Industrial City (Weeks 8-10)

WEEK 8

Tue, Feb 21 The Post-Industrial Metropolis

Readings Chudacoff et al. (2015) Ch. 8, 9

Thu, Feb 23 [Discussion] Postindustrial Cities
THINK PIECE 3: TP-3

Readings Boehm & Corey (2020) Part X

WEEK 9

Tue, Feb 28 [In Class Assignment: E-2] Global Cities

Readings Read one section of the Globalizing City Reader, 2nd edition (Ren & Keil, 2018).

Thurs, Mar 2 [Lecture] Contemporary Urban Life

Readings Chudacoff et al. (2015) Ch. 10; Neumann (2016); Semuels (2021)

WEEK 10

Tue, Mar 7 [Book Discussion] Sexuality and Class

Readings Giesecking (2020); Mitchell (2020)

Thurs, Mar 9 [Book Discussion] Inequity, Segregation, and Climate Change

Readings Florida (2017); Dierwechter (2021)

List of Readings

WEEK 1

Tue, Jan 03: Revisit the readings from HEFT 1

Urban/Planning History

- Hein, C. (2017). The What, Why, and How of Planning History. In C. Hein (Ed.), *The Routledge Handbook of Planning History* (1st ed., pp. 1–10). Routledge.
<https://doi.org/10.4324/9781315718996-1>
- Abbott, C. (2006). Urban History for Planners. *Journal of Planning History*, 5(4), 301–313.
<https://doi.org/10.1177/1538513206293714>

Urban Form

- Lefebvre, H. (2003). 6 Urban Form. In *The urban revolution* (pp. 115–133). University of Minnesota Press.
- Lynch, K., & Rodwin, L. (1958). A Theory of Urban Form. *Journal of the American Institute of Planners*, 24(4), 201–214. <https://doi.org/10.1080/01944365808978281>

Planning Theory

- Brenner, N. (2009). What is critical urban theory? *City*, 13(2–3), 198–207.
<https://doi.org/10.1080/13604810902996466>
- Fainstein, S. S. (2005). Planning Theory and the City. *Journal of Planning Education and Research*, 25(2), 121–130. <https://doi.org/10.1177/0739456X05279275>

Planning Ethics

- Campbell, H. (2012). ‘Planning ethics’ and rediscovering the *idea of planning*. *Planning Theory*, 11(4), 379–399. <https://doi.org/10.1177/1473095212442159>
- Marcuse, P. (1976). Professional Ethics and Beyond: Values in Planning. *Journal of the American Institute of Planners*, 42(3), 264–274. <https://doi.org/10.1080/01944367608977729>

Thu, Jan 05: [Lecture] Urban America: Up to the American Revolution

- Chudacoff, H. P., Smith, J. E., & Baldwin, P. C. (2015). Chapter 1. Urban America in the Colonial Age, 1500–1776. In *The evolution of american urban society* (Eighth edition). Pearson.
- Saitta, D. (2020, December 9). *Decolonizing the Settler City: What can America’s first great immigrant city tell us about placemaking in support of social and spatial belonging?* Planetizen.
<https://www.planetizen.com/blogs/111485-decolonizing-settler-city>

WEEK 2

Tue, Jan 10: [Discussion] Settler-Colonial Present

- Barry, J., & Agyeman, J. (2020). On belonging and becoming in the settler-colonial city: Co-produced futurities, placemaking, and urban planning in the United States. *Journal of Race, Ethnicity and the City*, 1(1–2), 22–41. <https://doi.org/10.1080/26884674.2020.1793703>
- Blatman-Thomas, N., & Porter, L. (2019). Placing Property: Theorizing the Urban from Settler Colonial Cities. *International Journal of Urban and Regional Research*, 43(1), 30–45. <https://doi.org/10.1111/1468-2427.12666>
- Macoun, A., & Strakosch, E. (2013). The ethical demands of settler colonial theory. *Settler Colonial Studies*, 3(3–04), 426–443. <https://doi.org/10.1080/2201473X.2013.810695>
- Hugill, D. (2017). What is a settler-colonial city? *Geography Compass*, 11(5), e12315. <https://doi.org/10.1111/gec3.12315>

Thu, Jan 12: [Lecture] Urban America: Up to the Civil War

- Chudacoff, H. P., Smith, J. E., & Baldwin, P. C. (2015). Chapter 2. Urban Expansion in the New Nation, 1776-1860. In *The evolution of american urban society* (Eighth edition). Pearson.
- Covart, L. (Host). (2022, June 27). Experiences of Revolution: Occupied Philadelphia (No. 332). [Audio podcast episode]. In Ben Franklin's World. Airwave Media. <https://benfranklinworld.com/episode-332-experiences-of-revolution-part-1-occupied-philadelphia/>

WEEK 3

Tue, Jan 17: [Lecture] Urban America: Walking City

- Chudacoff, H. P., Smith, J. E., & Baldwin, P. C. (2015). Chapter 3. Life in the Walking City, 1820-1865. In *The evolution of american urban society* (Eighth edition). Pearson.

Thu, Jan 19: [In-class Exercise] World Colonial Cities Presentations

- Ross, R., & Telkamp, G. J. (Eds.). (1985). *Colonial cities: Essays on urbanism in a colonial context*. M. Nijhoff; Distributors for the U.S. and Canada, Kluwer Academic.
- AlSayyad, N. (Ed.). (1992). *Forms of dominance on the architecture and urbanism of the colonial enterprise*. Avebury.

WEEK 4

Tue, Jan 24: [Book Discussion] Urban Vision and Infrastructure

- Bender, T. (1982). *Toward an urban vision: Ideas and institutions in nineteenth century America*. Johns Hopkins University Press.
- Williams, D. B. (2015). *Too high and too steep: Reshaping Seattle's topography*. University of Washington Press.

Thu, Jan 26: [Book Discussion] Public Health and Racialized Urban Form

- Finger, S. (2012). *The contagious city: The politics of public health in early Philadelphia*. Cornell University Press.
- Ellis, C., & Ginsburg, R. (Eds.). (2017). *Slavery in the city: Architecture and landscapes of urban slavery in North America*. University of Virginia Press.

WEEK 5

Tue, Jan 31: [Lecture] Urban Infrastructure

- Chudacoff, H. P., Smith, J. E., & Baldwin, P. C. (2015). Chapter 4. Industrialization and the Changing Shape of the City, 1865-1920. In *The evolution of american urban society* (Eighth edition). Pearson.

Thu, Feb 02: [Lecture] Migration, Immigration, Housing

- Chudacoff, H. P., Smith, J. E., & Baldwin, P. C. (2015). Chapter 5. Newcomers and the Urban Core, 1865-1920. In *The evolution of american urban society* (Eighth edition). Pearson.

WEEK 6

Tue, Feb 07: [Discussion] Race and Borderlands in the Post-War Metropolis

- Boehm, L. K., & Corey, S. H. (Eds.). (2020). Part IX: Race and Borderlands in the Post-War Metropolis. In *The American urban reader: History and theory* (Second edition, pp. 569–643). Routledge.

Thu, Feb 09: [Lecture] Reform and Planning

- Chudacoff, H. P., Smith, J. E., & Baldwin, P. C. (2015). Chapter 6. Bosses and Reformers in City Politics, 1870-1920; Chapter 7. Reforming the Social and Physical Environment, 1870-1920. In *The evolution of american urban society* (Eighth edition). Pearson.

WEEK 7

Tue, Feb 14: [Book Discussion] Gender and Immigrants

- Spain, D. (2001). *How women saved the city*. University of Minnesota Press.
- Sandoval-Strausz, A. K. (2019). *Barrio America: How Latino Immigrants Saved the American City* (First edition). Basic Books, Hachette Book Group.

Thu, Feb 16: [Book Discussion] Race and Inequity

- Freeman, L. (2019). *A haven and a hell: The ghetto in black America*. Columbia University Press.
- Sugrue, T. J. (1996). *The origins of the urban crisis: Race and inequality in postwar Detroit*. Princeton University Press.

WEEK 8

Tue, Feb 21: The Post-Industrial Metropolis

- Chudacoff, H. P., Smith, J. E., & Baldwin, P. C. (2015). Chapter 8. Cities in an Age of Metropolitanism: The 1920s and 1930s; Chapter 9. The Emerging "Urban Crisis" 1941-1975. In *The evolution of american urban society* (Eighth edition). Pearson.

Thu, Feb 23: [Discussion] Postindustrial Cities

- Boehm, L. K., & Corey, S. H. (Eds.). (2020). Part X: Postindustrial Cities. In *The American urban reader: History and theory* (Second edition, pp. 645–709). Routledge.

WEEK 9

Tue, Feb 28: [In Class Assignment: E-2] Global Cities

- Ren, X., & Keil, R. (Eds.). (2018). *The globalizing cities reader* (Second edition). Routledge, Taylor & Francis Group.

Thu, Mar 02: [Lecture] Contemporary Urban Life

- Chudacoff, H. P., Smith, J. E., & Baldwin, P. C. (2015). Chapter 10. New Hope and New Concerns in the American City. In *The evolution of american urban society* (Eighth edition). Pearson.
- Neumann, T. (2016, June 1). *Postindustrial Cities and Urban Inequality*. Poverty & Race Research Action Council. <https://www.prrac.org/postindustrial-cities-and-urban-inequality/>
- Semuels, A. (2021, June 21). *The U.S. Is Increasingly Diverse, So Why Is Segregation Getting Worse?* TIME. <https://time.com/6074243/segregation-america-increasing/>

WEEK 10

Tue, Mar 07: [Book Discussion] Sexuality and Class

- Giesecking, J. J. (2020). *A queer New York: Geographies of lesbians, dykes, and queers*. New York University Press.
- Mitchell, D. (2020). *Mean streets: Homelessness, public space, and the limits of capital*. The University of Georgia Press.

Thu, Mar 09: [Book Discussion] Inequity, Segregation, and Climate Change

- Florida, R. L. (2017). *The new urban crisis: How our cities are increasing inequality, deepening segregation, and failing the middle class-- and what we can do about it*. Basic Books.
- Dierwechter, Y. (2021). *Climate change and the future of Seattle*. Anthem Press.