# **NYU Wagner logo**

# **URPL-GP 2620**

# **Race, Ethnicity, Class, and Gender in American Cities**

# **Spring 2024**

## Instructor Information

**Dr. Vanessa L. Deane, AICP**

* Email: vanessa.deane@nyu.edu
* Zoom office hours:To schedule,visit <https://calendly.com/drdeane/>

## Class Information

* Time: Tuesdays, 4:55-6:35p
* Location: Bobst Library, Lower Level – Room LL143

## Course Description

## This course examines historic and contemporary patterns of racial and ethnic stratification often found at the center of disputes concerning urban development, the allocation of city resources and unequal distributions of power. Also embedded throughout the course are ongoing analyses of the ways in which structural inequalities often function in class and gender-specific ways. Using New York City as a laboratory, an interdisciplinary approach is implored - within and outside of the classroom - to make explicit the impacts of this complex legacy of racial formation on planning processes, decisions and outcomes for historically disenfranchised people and communities. The racialized experiences of select immigrant populations, which includes patterns of incorporation into American society as well as enduring transnational links to countries of origin, are also explored within this context.

## Course and Learning Objectives

* Establish a theoretical framework and vocabulary to discuss race, ethnicity, class, and gender in order to examine how these paradigms have and continue to shape public discourse in American cities
* Encourage students to explore the role of their personal narratives and societal observations within larger sociohistorical and present-day constructs through reflection and critical analysis

## Required Readings and Materials

Required readings and materials are available on the course Brightspace page for download or a hyperlink has been provided. Note that the readings and materials vary in quality and complexity, and the connections between them may not always seem obvious. It is strongly advised that you read each week’s readings in the order that they are listed in the syllabus and on Brightspace.

Also note that I may add or remove readings from time to time to further encourage student learning. If so, I will communicate this in advance.

## Assessment and Grading Policy

All written assignments are to be submitted in **a single-spaced PDF document (12-point font, 1-inch margins)** and uploaded to Brightspace under the appropriate ‘Assignments’ heading by the due date and time.

APA style should be used for in-text citations and reference lists.

## *Contribution to discussion and learning; professionalism (20%)*

Mutual respect for the professor, your peers and for yourself include showing up to class on time and prepared to be fully present and ready to engage in classroom discussions and activities. Professionalism therefore is calculated based on attendance and in-class engagement. Note that simply showing up is not enough. Substantive engagement paramount.

## *Documentary Analysis (40%)*

For this assignment, you will watch an assigned documentary and write a corresponding reflective analysis. There are four films for this semester.

More specifically, you will:

* Watch the film that has been assigned for the session and take detailed notes.
* Complete all the readings assigned for the corresponding session (see “Course Overview” and “Detailed Course Overview” sections of the syllabus for more information).

As you watch each film, take detailed notes using the following questions as your guide:

* + What do you see as the most valuable contribution, thesis, or idea from this material?
	+ What aspects of the authors findings or argument do you find especially useful, well-argued, confusing, and/or unconvincing?
	+ How do the findings/argument connect to the assigned readings?

Using 1) the notes that you took from the film, and 2) the assigned readings for the corresponding session, you will write **a two-page analysis** for each film. List references on a concluding page, separate from the two-page memo.

The objective of these analyses is not simply to demonstrate that you have carefully read and considered the documentaries with a critical eye; that is assumed. Nor is the goal to provide summaries of the material. Rather, these analyses should be used as an opportunity to share your candid impressions, questions, and aspects you find insightful, puzzling and/or contradictory. By thoroughly engaging with the course materials in this way, the intended outcome is to further cultivate your understanding on the course’s topics and themes.

*Documentary Analysis Grading:*

There is no single right answer or approach, but there are stronger and weaker analyses. This is the guide that will be used for grading this assignment.

* 20 pts are allocated for the analysis of the film as it relates to the associated readings within each session.
* 45 points are allocated for demonstrating strong critical thinking skills and the application of the course readings to support your analysis, especially in terms of how the readings relate to each other (not just providing summaries of each piece).
* 20 points are allocated for the organization of ideas and format.
* 15 points are allocated for the quality of your writing.

*\* NYU login is required to view the films.*

*Documentary Analysis #1 – due 11:59p, Monday January 22nd*

* “The Stories We Tell,” Episode two of *Race the Power of an Illusion*
	+ <https://video-alexanderstreet-com.proxy.library.nyu.edu/watch/the-story-we-tell-teacher-s-edition?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver>

*Documentary Analysis #2 – due 11:59p, Monday February 26th*

* “Two Societies (1965-68)”
	+ <https://video-alexanderstreet-com.proxy.library.nyu.edu/watch/two-societies-1965-68>

*Documentary Analysis #3 – due 11:59p, Monday March 25th*

* “My Brooklyn: Demystifying Gentrification”
	+ <https://www.kanopy.com/en/product/143988?vp=nyu>

***OR***

* “Whose Barrio?”
	+ <https://www.kanopy.com/en/product/348069?vp=nyu>

*Documentary Analysis #4 – due 11:59p, Monday April 8th*

* “Flag Wars”
	+ <https://video-alexanderstreet-com.proxy.library.nyu.edu/watch/flag-wars?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver>

## *Reflective Analysis (10%)* – *due 11:59pm on Monday, February 5th*

This two-page paper is intended to serve as a personal reflection of your own racial, ethnic, class, and/or gendered position(s) using the theoretical frameworks and concepts developed in Lessons 1 and 2 of the course, the questions that occupy you currently, and any other pertinent perspectives or quandaries that you bring into the class.

Using at least two course materials to support your analysis, consider the following questions to guide the development of your paper:

* When and how did you first become aware of your racial, ethnic, class, and/or gendered identities? Has your understanding evolved over time and if so, how?
* Has this awareness impacted your lived experiences and if so, to what extent has this awareness shaped your personal development as well as how you interact in various settings?
* In reflecting on historical and theoretical frameworks and concepts discussed thus far, what themes from the course most influence your understanding of intergroup relations given your experiences?

## *Field Trip (10%) – any time before 5p, May 1st, NO EXCEPTIONS*

New York City is full of distinct neighborhoods, cultural landmarks, museums, community-based organizations, events, and more that touch upon the themes covered throughout this course. This assignment is an experiential learning opportunity to explore a new neighborhood or facet of history that brings this course to ‘life’ (so to speak).

You will visit a site or exhibition, attend a lecture, etc. and write a two-page paper relating the event and/or experience to the subject matters covered in class. You are to also submit scanned documentation of your attendance (museum ticket, selfie, program brochure, etc.). Note that I will need to verify that the activity, site and/or event is eligible before you engage; thus confirm with me via email prior.

## *Final Paper and Presentation (20%)*

There is no shortage of pressing issues and phenomena in U.S. society today from immigration and national security, resurgences in white supremacist activities, #MeToo and #BlackLivesMatter movements, the prison industrial complex and more.

For the final paper therefore, you will write a four to five-page analysis (excluding reference list, charts, images, etc.) that serves as a critical analysis of a topic or phenomena directly related to the overarching themes of race, ethnicity, class and gender in American cities. This can be a broad-based issue that you will investigate over the course of the semester. The topic may come from one of the course sessions or another topic of your choosing.

Your paper should be presented accordingly:

* **Introduction** with a strong thesis statement that states the central argument/claim being made (not more than a page)
* **Background context** (not more than a page)
* **Analysis** (minimum of three pages)
* **Conclusion** (not more than a page)

Include at least four scholarly references (journal articles, reports, primary sources, books, etc.) to support your analysis. You can certainly use required or recommended course material though a minimum of four additional references should be sourced on your own. Proper citations throughout the text and a reference list is expected. Use APA.

Lastly, there are several **updated** deadlines for this assignment:

* Topic selection, by **11:59p Monday, March 4th**
* Ten-minute in-class presentation **Tuesday, April 23rd**
* Final paper, by **11:59p on Monday, May 6th**

## Late Submission Policy for Assignments

Late submissions will be penalized a half letter grade per 24-hour period. Extensions are rare though exceptions can be requested, by prior arrangement, for extenuating circumstances. This policy is adopted out of respect to those who abide by deadlines despite equally demanding (and unpredictable) schedules, lives, obligations and more – the professor included. If an extension is granted, confirm the modified deadline in writing and adhere to it to without exception.

## Brightspace

All announcements and resources will be delivered through [Brightspace](https://brightspace.nyu.edu/) (<https://brightspace.nyu.edu/>).I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website. It is therefore important that you actively use your NYU email account or have appropriate forwarding set up on [NYU Home](http://home.nyu.edu/) ([home.nyu.edu/](http://home.nyu.edu/)).

## Statement of Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities.  Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) **and click the “Get Started” button. You can also call or email CSD** (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## Wagner Writing Center

The [Wagner Writing Center](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center) provides invaluable support including tutors to help students with their writing skills. Please check out the full range of services available to strengthen this critical communication skill – <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

## Letter Grades

Letter grades for **the entire course** will be assigned as follows:

| **Letter Grade** | **Course Points** | **GPA Points** | **Criteria** |
| --- | --- | --- | --- |
| **A** | > 93.0 | 4.0  | **Excellent:** Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well- written. Work is of exceptional, professional quality. |
| **A-** | > 90.0 | 3.7  | **Very Good:** Strong work shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. |
| **B+** | > 87.0 | 3.3  | **Good:** Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course. |
| **B** | > 83.0 | 3.0  | **Adequate:** Competent work even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations. |
| **B-** | > 80.0 | 2.7  | **Borderline:** Weak work; meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. |
| **C+** | > 77.0 | 2.3  | **Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **C** | > 73.0 | 2.0  | **Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **C-** | > 70.0 | 1.7  | **Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **F** | < 70.0 | 0.0  | **Fail:** Work fails to meet even minimal. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. |

## Class Policies

### **Safe Space Policy**

### Please note that people come to this class with different life experiences, different customs (both individual and cultural), and academic expertise. These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, because these differences are often related to social privilege, disparities or otherwise, they can also be a source of misunderstanding and frustration. It is thus important to keep in mind that active, respectful class participation is as much about listening to and engaging the ideas of others as it is about speaking one's own mind. It also means that debate is encouraged, though only when civil and open-minded in tone.

### **Grade Change Policy**

Students wanting clarification on a particular grade must submit a request in writing explaining their question and, if they are disputing an answer marked wrong, documentation of the grading error with evidence from the text. These requests should be submitted directly to me. You must type and print out any grade appeals, attaching supplemental information as appropriate, and present them to me in hardcopy.

In initiating a re-grading process, please be advised that the entire assignment will be re-evaluated, meaning errors that were not previously identified the first time around may be noted in the second. A re-grade could therefore potentially lead to a lower, rather than a higher, grade.

### **Remote Instruction and Netiquette**

We will meet on Zoom for at least two sessions this semester during our regular class time. **You are expected to participate in each class with your Zoom audio and video on.** If you have an extenuating circumstance that inhibits your video from being on, you must email the professor by 4p the day of class. Our online sessions are meant to be just as interactive as they are in person; **thus, having your video off without prior approval may negatively impact your class participation grade.**

Please review Wagner’s [Zoom in the Classroom](https://wagner.nyu.edu/portal/student/zoom) series about classroom etiquette, participation, and more. If class is recorded, students may not share the Zoom classroom recordings. The recordings are kept within the NYU Learning Management System (Brightspace) site and are for students enrolled in this course only.

## Course Overview

**I. Theoretical and Conceptual Perspectives of Race, Ethnicity, Class, and Gender**

**in the United States**

* **Lesson 1– January 23rd**
	+ Introduction – Slavery, Colonialism, and Race in the Early Americas
* **Lesson 2 – January 30th**
	+ Race as Social Construct
* **Lesson 3 – February 6th**
	+ Historical Intersections of Gender, Race and Class
* **Lesson 4 – February 13th**
	+ Ethnic Theory and Early European Immigration

**II. Immigration, Urbanization, and Civil Rights**

* **Lesson 5– February 20th**
	+ The Great Migration, Urbanization and Race
* **Lesson 6– February 27th**
	+ From Civil Rights to Black Power – An Urban Perspective
* **Lesson 7 – March 5th**
	+ The Changing Face of Immigration in American Cities

**III. Class, Gender, and Place**

* **Lesson 8 – March 12th (Zoom)**
	+ Gender, Race, and Poverty
* **Le*sson 9* – March 26th - UPDATED**
	+ The Segregated City: Debates on Racial Segregation and Integration
* **Lesson 10 – April 2nd – UPDATED**
	+ Economic Development, Community Revitalization, and the Environment

**IV. Present Day Reflections and Realities**

* **Lesson 11 – April 9th (Zoom)**
	+ Planning, Inclusivity, and Queer Communities
* **Lesson 12 – April 16th (Zoom)**
	+ Where Do We Go from Here?
* **Lesson 13 – April 23rd**
	+ Final Presentations
* **Lesson 14**
	+ **NO CLASS**

## Detailed Course Overview

**SESSION I: Theoretical and Conceptual Perspectives of Race, Ethnicity, Class, and Gender in the United States**

LESSON 1: INTRODUCTION – SLAVERY, COLONIALISM, AND RACE IN THE EARLY AMERICAS

Required Readings:

* (**read pp. 533-542; pp. 560-561**). Quijano, Anibal. "Coloniality of Power, Eurocentrism, and Latin America."
* Omi, Michael, and Howard Winant. “Introduction.” *Racial Formation in the United States*. Routledge, 2015.
* Brockell, Gillian. 2019. “The Statue of Liberty was Created to Celebrate Freed Slaves, Not Immigrants, its New Museum Recounts.” *The Washington Post*. (<https://www.washingtonpost.com/history/2019/05/23/statue-liberty-was-created-celebrate-freed-slaves-not-immigrants/>)

### LESSON 2: RACE AS SOCIAL CONSTRUCT

#### Required Readings:

* Omi, Michael, and Howard Winant. Chapter 4, “Theory of Racial Formation.” *Racial Formation in the United State.* Routledge, 2015.
* (**you have to read it online**). DiAngelo, R. (2018) 9: Why It’s So Hard for White People to Talk about Racism <https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/reader.action?docID=6048775&ppg=1>

### LESSON 3: HISTORICAL INTERSECTIONS OF GENDER, RACE, AND

### CLASS

#### Required Readings:

* Davis, Angela Y. Chapter 2, “The Anti-Slavery Movement and the Birth of Women’s Rights.” Women, Race and Class.
* Davis, Angela Y. Chapter 4, “Racism in the Women Suffrage Movement” in Women, Race and Class.
* **(Read pp 1-15; scan pp 16-20)** Catherine Lee. (2010). “Where the Danger Lies”: Race, Gender, and Chinese and Japanese Exclusion in the United States, 1870-1924. Sociological Forum, 25(2), 248.

#### Additional Resources:

* El Gharib, S. 16 Feb 2022. “What is Intersectionality and Why is it Important?” *Global Citizen.* <https://www.globalcitizen.org/en/content/what-is-intersectionality-explained/>
* Sehgal, Parul. (2019). “White Women Were Avid Slaveowners, a New Book Shows,” *New York Times.* <https://www.nytimes.com/2019/02/26/books/review-they-were-her-property-white-women-slave-owners-stephanie-jones-rogers.html>

### LESSON 4: ETHNIC THEORY AND EARLY EUROPEAN IMMIGRATION

#### Required Readings:

* **(Read pp 631-640)**. Massey, Douglas S. “The New Immigration and Ethnicity in the United States.” Population and Development Review, Vol 21, No 3 (Sept 1995).
* Wright, G. (1983). “Americanization and Ethnicity in Urban Tenements.” In Building the Dream: A Social History of Housing in America (pp. 114-134). Cambridge, Mass.: MIT Press.

**Session II – part I: Immigration, Urbanization, and Civil Rights**

### LESSON 5: THE GREAT MIGRATION, URBANIZATION AND RACE

#### Required Readings:

* Williams, D.A., Delgado, L.H., Cameron, N. & Steil, J. (2023). “The Properties of Whiteness,” *Journal of the American Planning Association*, 89:4, 505-516.
* Chapter 2, “Derailing the Great Migration” in Anderson, C. (2016). White Rage: The Truth of Our Unspoken Racial Divide. *Bloomsbury Publishing*.
* Schwab, Kateherine (2018). “The Racist Roots of ‘Urban Renewal’ and How it Made Cities Less Equal,” *Fast Company*.

<https://www.fastcompany.com/90155955/the-racist-roots-of-urban-renewal-and-how-it-made-cities-less-equal>

Additional Resources:

* Gordon, A. (2019). “The Highway Was Supposed to Save This City. Can Tearing It Down Fix the Sins of the Past?” *Jalopnik Investigates*. (<https://jalopnik.com/the-highway-was-supposed-to-save-this-city-can-tearing-1836529628>)

### LESSON 6: FROM CIVIL RIGHTS TO BLACK POWER – AN URBAN PERSPEPCTIVE

#### Required Readings:

* Zinn, Howard, et al. Chapter 17, “Or Does it Explode?” *People's History of the United States*, The New Press, 2003.
* Omi, Michael, and Howard Winant. Chapter 6, “The Great Transformation.” *Racial Formation in the United States.* Routledge, 2015.
* (**Watch the first 7:36 minutes, the rest is optional)** NBC (1967). “Martin Luther King, Jr. Talks ‘New Phase’ of Civil Rights Struggle, 11 Months Before His Assassination.”

<https://www.youtube.com/watch?v=2xsbt3a7K-8>

#### Additional Resource:

* Blow, Charles M. “The Agitated M.L.K. I Came to Love.” *The New York Times.* (<https://www.nytimes.com/2020/01/19/opinion/martin-luther-king.html>)

### LESSON 7: THE CHANGING FACE OF IMMIGRATION IN AMERICAN

### CITIES

#### Required Readings:

* Lacy, K. (2016). The new sociology of suburbs: A research agenda for analysis of emerging trends. *Annual Review of Sociology*, *42*, 369-384.
* Kyle E. Walker (2014) Immigration, local policy, and national identity in the suburban United States, Urban Geography, 35:4, 508-529.

**Session III: Class, Gender, and Place**

### LESSON 8: GENDER, RACE, AND POVERTY (ZOOM)

#### Required Readings:

* Hancock, A-M. (2004). “Introduction: The Face of Welfare Reform” in The Politics of Disgust: The Public Identity of the Welfare Queen. *New York University Press*.
* (read pp. 891-904). Woodly, D., Brown, R. H., Marin, M., Threadcraft, S., Harris, C. P., Syedullah, J., & Ticktin, M. (2021). The politics of care. *Contemporary Political Theory*, *20*(4), 890-925.

#### Additional Resources:

* Khanna, M. (2020). “Mind the Gender Gap.” *American Planning Association*, <https://www.planning.org/planning/2020/feb/mind-the-gender-gap/>
* Ryan, Sherry (2019). “Integrating Gender Mainstreaming into U.S. Planning Practice.” *American Planning Association*.

### LESSON 9: THE SEGREGATED CITY: DEBATES ON RACIAL

### SEGREGATION AND INTEGRATION - **UPDATED**

#### Required Readings:

* Marcuse, Peter. 1997. “[The Enclave, the Citadel, and the Ghetto: What has Changed in the Post-Fordist U.S. City](https://drive.google.com/file/d/1Xnii2fhGKWE28OEfgOpuR6av5jAOa6RD/view?usp=drive_link)”. Urban Affairs Review. 33(2):228-264.
* Pattillo, Mary. 2019. [“The Problem of Integration” “Discussion 1: Why Integration?](https://drive.google.com/file/d/1Qrd65glAvhQrgyk0OLac8mekoVgNMg0E/view?usp=drive_link)” - The Dream Revisited
* Sharkey, Patrick. 2019. [“Making Our Assumptions About Integration Explicit”, “Discussion 1: Why Integration?”](https://drive.google.com/file/d/1JQK1udkMi1tDbbx2ka-w2DfJToaSVaVo/view?usp=drive_link) - The Dream Revisited

### LESSON 10: ECONOMIC DEVELOPOMENT, COMMUNITY REVITALIZATION, AND THE ENVIRONMENT

#### Guest Speaker

* [Leila Bozorg](https://www.nyc.gov/office-of-the-mayor/news/933-23/mayor-adams-names-leila-bozorg-executive-director-housing-launches-housing-at-risk-task), NYC Executive Director for Housing

#### Required Readings:

* O’Connor, Alice. 2001. “[Swimming Against the Tide: A Brief History of Federal Policy in  Poor Communities](https://drive.google.com/file/d/1C6nRsuzXwcZGSfB2LBQOb9W1dplZKOON/view?usp=drive_link),” in James DeFilippis; Susan Saegert;,eds. The Community Development Reader, Chapter 2.
* Lens, Michael, and Justin Steil. 2023. “[Public Policies To Address Residential Segregation And Improve Health](https://www.healthaffairs.org/do/10.1377/hpb20230321.466701/full/),” Health Affairs

#### Additional Resources:

* Edberg, S. (2022). “How to address the unequal demographics of climate change.” *The Hill*. <https://thehill.com/opinion/energy-environment/3773593-how-to-address-the-unequal-demographics-of-climate-change/>
* Kaplan, S. (2020). “Climate change is also a racial justice problem,” *The Washington Post.* <https://www.washingtonpost.com/climate-solutions/2020/06/29/climate-change-racism/>
* Biron, C. (2022). “Can U.S. cities use climate plans to 'undo' racist legacies?” *Thomson Reuters Foundation.* <https://www.context.news/climate-justice/can-us-cities-use-climate-plans-to-undo-racist-legacies>

**PART IV: Present Day Reflections and Realities**

### WEEK 11: PLANNING, INCLUSIVITY, AND QUEER COMMUNITIES

### (ZOOM)

#### Required Readings:

* Greiner, A. “Why We Need Queer Urbanism.” *Planning Magazine.* <https://planning.org/planning/2023/spring/why-we-need-queer-urbanism/?utm_campaign=Planning%20magazine&utm_medium=email&_hsmi=261213348&_hsenc=p2ANqtz-_EoMAE-aRuoqQ-YbxsjNQMlKfenDpcP6hvT4qHsBCw5UO9XmJkHG8i0JbJt3wD5XadWJod-oYMehdbQTe3dxAulJxEEQ&utm_content=261213348&utm_source=hs_email>
* Doan, Petra L. Chapter 1, “Why Plan for the LGBTQ Community?” In *Planning and LGBTQ Communities: The Need for Inclusive Queer Spaces*, edited by Petra L. Doan.
* (**carefully skim**) Gordon, W. 2 Nov 2020. “Why do so many queer folks love urbanism?” *Greater Greater Washington.* <https://ggwash.org/view/79495/why-so-many-people-in-the-queer-community-love-urbanism>

#### Additional Resources:

* Henry, P. J., & Steiger, R. (2019). “U.S. Cities with Greater Gender Equality Have More Progressive Sexual Orientation Laws and Services.” Psychology, Public Policy, and Law, 25(1), 15-29.
* Martinez, Arianna (2015). Chapter 10, “Queer Cosmopolis: The Evolution of Jackson Heights.” In *Planning and LGBTQ Communities: The Need for Inclusive Queer Spaces*, edited by Petra L. Doan.

### LESSON 12: WHERE DO WE GO FROM HERE? (ZOOM)

#### Required Readings:

* Omi, Michael, and Howard Winant. Chapter 3, “Nation.” *Racial Formation in the United States.* Routledge, 2015.
* Coates, Ta-Nehisi (2017). “The First White President.” *The Atlantic*. (<https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/>).

#### Additional Resources:

* Goetz, E.G., Williams, R.A. & Damiano, A. (2020). “Whiteness and Urban Planning,” *Journal of the American Planning Association*, 86:2, 142-156.
* Blake, John (2014). “The New Threat: 'Racism Without Racists.'” *CNN.* (<https://www.cnn.com/2014/11/26/us/ferguson-racism-or-racial-bias/index.html>)
* Desmond-Harris, Jenée (2016). “Implicit Bias Means We're All Probably at Least a Little Bit Racist.” *Vox.* (<https://www.vox.com/2014/12/26/7443979/racism-implicit-racial-bias>

### LESSON 13: FINAL PRESENTATIONS

### LESSON 14: NO CLASS