

# Planning and Design in the Multicultural Metropolis

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**Office Hours:** Tuesdays, 11-1am with Instructor or by appointment

**Class Information:** 3 units  
Thursdays, 7:00-9:30pm  
Building 145, Classroom #1127  
Course website on ELMS

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, urban 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 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 design, 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 and foster 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 part, we will explore the problems of addressing many of the challenges brought on by increasing urban diversity by looking at the various ways in which social inequality continues to be reinforced through the politics, policies, and design of the built environment. And in the final section, we will focus on strategies for fostering and nurturing inclusive and equitable urban spaces through city design and policy and the possibilities of bringing people together in shared urban spaces.

## **Course Objectives**

By the end of the semester, students should:

- Demonstrate an understanding of important trends and forces behind the reshaping of geographies of race 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, urban designers, and policy makers.
- Articulate the ways that ethno-cultural diversity and immigration present both challenges and opportunities for planning and design scholars and practitioners.
- Engage thoughtfully with community organizations, residents, and other students around issues of race, urban inequality, and cultural difference and contribute creative planning and design solutions.
- Demonstrate self-reflexivity with regard to the ways in which issues of race, immigration, and inequality affect their own planning and design practice and scholarship.
- Develop an eye for “looking at cities” and being able to ask questions about the processes that produce urban form.
- Articulate a vision of what a socially and racially just or equitable city might look like and appropriate tools of policy and professional practice that could be used to achieve this vision.

### Assignments & Grading

Grade Scale:

LTR	Q.P.	CRITERIA
A+	4.0	Denotes excellent mastery of the subject and outstanding scholarship.
A	4.0	Denotes excellent mastery of the subject and outstanding scholarship.
A-	3.7	Denotes excellent mastery of the subject and outstanding scholarship.
B+	3.3	Denotes good mastery of the subject and good scholarship.
B	3.0	Denotes good mastery of the subject and good scholarship. ( <i>Minimum GPA for Graduates in Major</i> )
B-	2.7	Denotes good mastery of the subject and good scholarship. ( <i>Minimum grade for Graduate Credit</i> )
C+	2.3	Denotes acceptable mastery of the subject.
C	2.0	Denotes acceptable mastery of the subject. ( <i>Minimum GPA for Undergraduates in Major</i> ).
C-	1.7	Denotes acceptable mastery of the subject. ( <i>Minimum grade for Undergraduate Credit</i> )
D+	1.3	Denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree.
D	1.0	
D-	0.7	
F	0.0	Denotes failure to understand the subject and unsatisfactory performance.
I	INC	Incomplete -- Due to illness or a family emergency. Incomplete Contract is to be signed by student and instructor.

Participation: 20%  
Course journal: 15%  
Reading questions: 20%  
Just city presentation: 15%  
Final Frederick project and presentation: 30%

*Please check on ELMS under the assignments section for any assignment point breakouts and grading rubrics.*

Participation (20%): Because this is largely a discussion course, one of the students' primary responsibility 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 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.

Course journal (15%): Because this course asks you to confront many difficult and sometimes personal questions and issues about race, ethnicity, culture, and immigration, it is important that students have a safe space to reflect outside of the classroom. Please keep a digital journal for this class, which you may write in at any time. However, as a requirement of the class, please make *at least one journal entry per week* after the class on Wednesday to reflect on the discussion, readings, or activities for the week and what they meant to you, any questions that you may still have, or any issues, concerns, or thoughts you have. Journals must be uploaded to ELMS assignment section by October 16<sup>th</sup> for mid-term grading. By December 11<sup>th</sup>, the final full journal must be uploaded for final grading.

Reading summaries and discussion (20%): For each class period, assigned students will prepare a short (1-2 page) summary of the main themes, analysis, questions and/or issues. Students should make copies of handout for all students, post of copy of the summary on the discussion forum, prepare a short presentation of their analysis (no more than 10 minutes), and help to lead the class discussion. Sign-up sheets will be passed around in the first class.

Just City Presentation (15%): 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 might look like. The assignment is to present one image of 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 an image that you draw or compose yourself, using any number of mediums (hand drawing, graphics, photography, collage, etc.) or it could be one that someone else took (online photograph, painting, etc.). In your presentation, tell why you have chosen this image (why it represents a just space to you) and the important qualities of the space. Your presentation should address some of the concerns around social and spatial equity, diversity, and multiplicity of values, ideals, and needs that we have explored during the course. On December 4<sup>th</sup>, each student will present their "just city" image in a 5-7 minute presentation to the class.

Final Frederick project and presentation (30%): One of the best ways to learn about the challenges and opportunities of planning and design in diverse urban contexts is to work with local communities. This

semester, we will work on a real-world planning project in Frederick, Maryland. Frederick is the pilot venue for UMD's new Partnership for Active Learning for Sustainability (PALS) Program in the academic year 2014-15. PALS is new University-wide initiative meant to harness the expertise of UMD faculty and the energy and ingenuity of students to help Maryland communities become more sustainable. For more information on the PALS program, go to <http://smartgrowth.umd.edu/PALS>. We are also participating in this project as part of a broader effort on the part of the University of Maryland's Chesapeake Project to integrate sustainability concepts into courses across campus. For more information about the Project, go to [http://www.sustainability.umd.edu/content/curriculum/chesapeake\\_project.php](http://www.sustainability.umd.edu/content/curriculum/chesapeake_project.php).

Our class will be working on an issue identified by the City of Frederick as a major concern in reaching their sustainability goals—outreach to their minority and immigrant businesses along the Golden Mile. The Golden Mile is the popular name for a retail hub located along Route 40 West, which has long-served as the city's vital gateway corridor and is now the site of various redevelopment efforts. These efforts will impact the future of small, minority- and immigrant-owned businesses in the corridor, positively or negatively. Students will work with the City, community partners, and each other to administer a door-to-door needs assessment to immigrant- and minority-owned businesses along the corridor; coordinate focus groups with business owners to educate them about the City's plan and receive their feedback; and advise the City on the results and recommendations for engaging, educating, and assessing the needs of minority- and immigrant-owned businesses in their future development plans. During the week of December 18<sup>th</sup>, students will turn their project results and recommendations in a written report and present them to the City of Frederick and community partners.

This is a two-semester long project with activities related to the project occurring both this course in the Spring 2015 course URSP673: Community Social Planning. Students are encouraged stay engaged in the project beyond the fall either by enrolling in URSP673, presenting their work to the spring-semester class, and/or attending the presentation of final results and recommendations to the City in May 2015.

### **Course Policies, Procedures, and Expectations**

**Class Correspondence:** Throughout the semester either the instructor or TA 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 we 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. We also invite students to visit, call, or e-mail to discuss issues, ideas, suggestions, or questions related to the course. The instructor will generally be available to address any student questions, problems, or concerns immediately before/after class, or may be contacted either via or ELMS for an appointment.

**Group Work:** A significant portion of your grade for this course will be based upon your participation and contribution to group work. Students are generally expected to come to class and participate in discussions in a thoughtful and respectful manner. 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 in the project, groups must coordinate and communicate on a regular basis to make sure that they are moving towards a shared product.

Late and Incomplete Assignments: 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.

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

Fieldwork and Travel: At least two of the meetings for this course (Langley Park walking tour and project presentation) will occur off-site. In addition, groups may need to do additional field research in Langley Park as part of their final project. If students have issues with making classes off-site, please let me know ASAP. Students are strongly encouraged to conduct 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—and to avoid taking pictures of people during site visits.

Students with Disabilities: If you need disability-related accommodations or other special arrangements or considerations, please let the instructor or TA 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. Other electronic gadgets should be shut off or on silent during class time.

Academic Integrity: Information on the University's policies on academic honesty can be found online at: 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 instructors, 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. The Instructor 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.

Absences: Although extenuating circumstances do occasionally preclude students from attending class, students are expected to make a reasonable effort to confirm their absence prior to class time either via email or ELMS with the Instructor, and are still responsible for ensuring that all assignments are completed by the due date. It is the student's responsibility to provide appropriate documentation. 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 and will receive a grade of zero for work not submitted. 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>

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/](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. The Instructor takes course evaluations very seriously utilizing the information gained therein to assist her 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 for each course in which he or she is enrolled. Information on course evaluation policy can be found at: <http://www.courseevalum.umd.edu/>. In addition the University-wide course evaluations, students may be asked to fill out Instructor generated mid-

term or final evaluations.

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

## **Course Materials**

Required Readings: With the exception of one required textbook, all course readings will be posted on ELMS at least a week before they are due. All students should have read all 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. The required textbook is available for purchase at the UMD bookstore and is also available on reserve at McKeldin Library.

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

Required films: Movies for watching on your own will all be put on reserve for viewing at Hornbake Library's Nonprint Media Services Desk and will also, if possible, be put on ELMS website for streaming.

## **Course Calendar**

### ***Part I: The Emerging Multicultural Metropolis***

#### **September 4: Course Introduction and Overview**

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

#### **September 11: Of Culture, Race, and Space**

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

Mitchell, Don. "Cultural Studies and the New Cultural Geography" (Chapter 2), "From Values to Value and Back Again: The Political Economy of Culture" (Chapter 3) and "A Place for Everyone: Cultural Geographies of Race" (Chapter 9). In *Cultural Geography: A Critical Introduction*. Oxford: Blackwell, 2000.

In class film and discussion: "*The House We Live In*". Series three in the Public Broadcasting Station series: *Race: The Power of Illusion*.

### ***Part I: The Emerging Multicultural Metropolis***

#### **September 18: The Emerging Multicultural Metropolis**

"Overview", "Race and Ethnicity" (Chapter 2 / William Frey), "Immigration" (Chapter 3 / Audrey Singer)

and "Income and Poverty" (Chapter 8 / Elizabeth Kneebone and Emily Garr" In "State of Metropolitan America: On the Front Lines of Demographic Transformation 2010," Report published by the Brookings Institution, Metropolitan Policy Program, 2010.

Ehrenhalt, Alan. "Trading Places" (Chapter 1). In *The Great Inversion and the Future of the American City*. Vintage Books, 2013.

Singer, Audrey, Ivan Cheung, Samantha Friedmand and Marie Price. "The World in a Zip Code: Greater Washington, D.C. as a New Region of Immigration." Report published by the Brookings Institution, Center on Urban & Metropolitan Policy, April 2001.

Suburban Poverty Fact Sheet for the Washington DC area: <http://confrontingsuburbanpoverty.org/wp-content/uploads/metro-profiles/Washington-DC-VA-MD-WV.pdf>

Use the following link to explore the social geography of the DC:  
<http://datatools.metrotrends.org/charts/metrodata/Dashboard/maps/dashboard.cfm?metro=47900>

Use the following link to explore the changing geography of race and class in the DC area between 1980 and 2010: <http://blog.metrotrends.org/2013/06/poverty-race-place-map-metro/>

### September 25: Frederick as an Emerging Multicultural Metropolis

**Attendance Required:** During this week, we will convene in Frederick to meet with city staff, community partners, and to tour the Golden Mile Corridor. Time and date to be announced later in the semester.

Readings associated with the Golden Mile and Redevelopment.

### October 2: Cities of Difference and the Politics of Reception

Amin, Ash. "Ethnicity and the Multicultural City: Living with Diversity." *Environment and Planning A* 34, 6 (2002): 959-80.

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.

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

Appiah, Anthony. 2006. "Cosmopolitan Contamination" (Chapter 7). *Cosmopolitanism: Ethics in a World of Strangers*. New York: Norton and Company.

Mike Davis. "Spicing the City" (Chapter 1), "Latino Metropolis" (Chapter 5), "Tropicalizing Cold Urban Space" (Chapter 6); "Transnational Suburbs" (Chapter 10). In *Magical Urbanism: How Latinos Reinvent the Big City*. Verso, 2001.

October 9: Outreach to Small, Immigrant Business in the Golden Mile

Readings on small, immigrant businesses.

**Assignment Due:** During this week, students should coordinate to conduct Round 1 of the door-to-door outreach with community partners.

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

October 16: Landscapes of Power

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.

Sandercock, Leonie. "Modernist Cities and Planning" (Chapter 1). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

Ehrenhalt, Alan. "The Urban Squeeze" (Chapter 7). In *The Great Inversion and the Future of the American City*. Vintage Books, 2013.

In Class Film: *my brooklyn* (<http://www.mybrooklynmovie.com/>)

**Assignment Due:** During this week, students should coordinate to conduct Round 2 of the door-to-door outreach with community partners.

**Assignment Due:** Course Journal – 1st half semester

**Midterm Assessment:** An on-line mid-semester review will be posted this week. Completing the review will contribute to 5% of the students' participation grade.

October 23: Landscapes of Race & Privilege

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

Low, Setha. "Unlocking the Gates" (Chapter 1), "Fear of Others" (Chapter 7), and "Niceness and Property Values" (Chapter 8). In *Behind the Gates: Life, Security, and the Pursuit of Happiness in Fortress America*. Routledge, 2003.

Harris, Diane. "Race, Class, and Privacy in the Ordinary Post-War House, 1945-1960." In Schein, Richard ed. *Landscape and Race in the United States*, 127-156. Routledge, 2006.

**In Class:** Preparing for the Frederick Small Business Community Forum

October 30: Metropolitan Segregation

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

Briggs, Xavier de Souza. "More Plurabis, Less Unum" (Chapter 2). In Xavier de Souza Briggs, *The Geography of Opportunity: Race and Housing Choice in Metropolitan America*. Brookings Institution Press, 2005.

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

Nicholaides, Becky M. and Andrew Wiese. "Suburban Disequilibrium" Op-Ed in *The New York Times*. April 6, 2013.

Take a look at these online maps to see the geography of race in the "21 Maps of Highly Segregated Cities in America": [http://www.businessinsider.com/most-segregated-cities-census-maps-2013-4?op=1&goback=.gde\\_69691\\_member\\_235919140](http://www.businessinsider.com/most-segregated-cities-census-maps-2013-4?op=1&goback=.gde_69691_member_235919140)

In-class movie: *The Pruitt-Igoe Myth*

**Assignment Due:** Presentation and analysis of door-to-door needs assessment in preparation for Frederick Small Business Community Forum

### ***Part III: Making a Space for Difference***

#### November 6: Urban Planning and Design Practices, Processes, and Politics

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

Briggs, Xavier de Souza. "Doing Democracy Up-Close: Culture, Power, and Communication in Community Building." *Journal of Planning Education and Research* 18, 1 (1998): 1-13.

Burayidi, Michael A. "The Multicultural City as Planners' Enigma." *Planning Theory & Practice* 4, 3 (2003): 259-273.

Lung-Amam, Willow. "That 'Monster House' Is My Home: The Social and Cultural Politics of Design Reviews and Regulations." *Journal of Urban Design* 18, 2 (2013): 220-241

#### November 13: Frederick Small Business Community Forums

**Attendance Required:** Frederick Small Business Community Forum. During this week, we will convene in Frederick to host and take part in a small business forum. Time and date to be announced later in the semester.

November 20: The Design of Cities

Talen, Emily. "Mix" (Chapter 7), "Connection" (Chapter 8) and "Security" (Chapter 9). In *Design for Diversity: Evaluating the Context of Socially Mixed Neighborhoods*. Architectural Press, 2008.

Hou, Jeff. "Your Place and/or My Place" (Chapter 1). In Jeff Hou, ed. *Transcultural Cities: Border Crossing and Placemaking*. Routledge, 2013.

Jacobs, Jane. "The Generators of Diversity" (Chapter 7). In *The Death and Life of Great American Cities*. Random House, Inc., 1993.

November 27: No Class. Happy Turkey Day!

If you are in town and want to work off your holiday gut, take a free self-guided walking tour of one or more of Washington, DC's historic immigrant and minority neighborhoods to compare and contrast their histories and present conditions. These include the historic U Street, Washington, DC (<http://www.audisseyguides.com/ustreet/>) and Chinatown, DC (<http://www.audisseyguides.com/washington-dc-downtown-east/>). Note that for the Chinatown tour, only the last part of the audio focuses on the neighborhood.

December 4: Towards a Just and Diverse Urban Future

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

Sandercock, Leonie. "There is No Hiding Place" (Chapter 6) and "City Songlines: A Planning Imagination for the 21st Century" (Chapter 9). In *Cosmopolis II: Mongrel Cities of the 21st Century*. Continuum International Publishing Group, 2003.

**Student Presentations:** Just City presentation

December 11: Student Work Session

**Student In-Class Work Session:** Practice presentation for Frederick final project

**Assignment Due:** Final Course Journal

December 18: Final Frederick Presentations

The time and date for the presentation will be announced later in the semester.

**Assignment Due:** Final Frederick final project report