

**Sustainable Cities and Gentrification**  
**ENVA 390**  
**MWF 11:45-12:50pm; Cowell 314**

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**Overview**

When Klaus Toepfer, Director of the United Nations Environment Program (UNEP), claimed in 2005 that “the battle for sustainable development, for delivering a more environmentally stable, just and healthier world, is going to be largely won and lost in our cities,” he articulated a concern for sustainable urbanism that has now become a centerpiece of the sustainability movement. Since 2000, a wide range of individuals and organizations — from world leaders and mayors of so-called global cities, to urban planners, climate scientists, and even environmentalists — have made very similar assertions. At the World Summit on Sustainable Development in 2002, for example, leaders of local governments declared that “with half of the world’s population now living in urban settlements [...] the issue of sustainable urban management and development is one of the critical issues for the 21st century.” The World Bank contends that the “unprecedented urban expansion sets forth before us a once-in-a-lifetime opportunity to plan, develop, build and manage cities that are simultaneously more ecologically and economically sustainable,” and even the nonprofit Global Footprint Network embraces the narrative in its claim that “the global effort for sustainability will be won, or lost, in the world’s cities, where urban design may influence over 70 percent of people’s Ecological Footprint and 80 percent of the world’s population is expected to live by 2050.”

So powerful is the “cities-as-saviors-of-the-planet-and-the-poor” narrative that real estate developers and related corporate interests have seized upon it to push forward extensive re-development efforts in cities around the world. But the greening of the world’s cities, in many cases, has exacerbated preexisting economic inequalities.

In some cases, urban sustainability initiatives are pushed forward with the moral force of the fight against climate change, only to generate increasing property values that benefit the rich and displace the poor. From bike lanes to community gardens, urban sustainability efforts represent “green amenities” that increase the values of adjacent properties. This unintended consequence is known as “green gentrification.”

The concept has only been around for 8 years and we lack sufficient understanding of the economic, political, ecological and other forces that produce socially inequitable outcomes of urban sustainability initiatives. In this course we will explore the history of urban change leading up to the recent phenomenon of green gentrification, narrow down our focus to specific types of gentrification-producing urban sustainability initiatives

(e.g., sustainable transportation and urban agriculture), and also examine how environmental justice and other movements are resisting this new type of gentrification. Ultimately, our aim will be to identify possible strategies and policies for ensuring equitable, just, and sustainable cities of the future.

### **The Journey**

Explorations of big questions like these is best approached as a collective journey. Your job is to become a willing participant in the journey. This means coming to class prepared by having completed each day's required readings in advance of class. It means contributing during class discussions but also listening to your peers. And it means communicating outside of class if you are unable to meet these expectations.

### **Class Structure**

Time spent in class will be devoted to a combination of traditional and interactive lectures, full class and small group discussions, in-class exercises, and small group activities.

### **Course Learning Outcomes**

Students will be able to:

1. systematically and logically employ historical, political, economic, sociological, and cultural and moral perspectives to analyze the dynamic forces shaping urban sustainability and social inequality;
2. analyze and evaluate the various explanations offered as justifications for housing and other types of inequality influenced by urban sustainability initiatives;
3. document "best practices" for implementing urban sustainability initiatives that enhance social equity rather than exacerbate inequality

### **Assessment of Learning Objectives**

#### *The Journal (30%)*

This class requires that you buy and keep a journal exclusively for this class. You must bring this journal to every class.

The journal should include an entry for everything you've read for class. These entries might be, for example, excerpts that you particularly liked from a reading, questions that occurred to you during a reading, or a critique of a reading.

There should also be an entry for each class meeting in which you reflect on the lecture, discussion or other activities of the class. Were there new or different perspectives introduced that you hadn't considered during your reading? Were there disagreements that were explored during a class discussion and, if so, where do you stand on the issue? You might also jot down ideas or questions that you were unable to share during class discussion.

You might think of the journal as a place to “take notes.” But your notes should not be mere transcription. I will make all slides available so there is no need to copy down text from slides. Listening to a lecture is a process of creative assimilation and reflection and your journal should be the place where you engage with our lectures and class materials to prompt further thoughts and possibilities. It should be a place where you not only record matters that we or your fellow students raise that you find important and relevant but it should also provide a record of your own ideas and responses.

Once in the middle of the semester and again at the end of the semester you will meet with me to discuss your journal.

*Analysis of inequality in a sustainable city (20%) (DUE Feb 24)*

Begin this assignment by reading the report “[Sustainable cities index 2016: Putting people at the heart of city sustainability](#)” (PDF). Choose one of the cities in the report and gather historical and contemporary data about social inequality in the city. Your 6-8 page report on the city’s history of inequality should also investigate at least three of the “sustainable” characteristics that helped it make it onto the Sustainable Cities Index. To the extent possible, investigate whether these three characteristics are related in any way to gentrification or other dimensions of inequality.

*Resisting gentrification by preserving stories (25%) (DUE March 31)*

A key finding in “Mediating the ‘white lanes of gentrification’ in Humboldt Park: Community-led Economic Development and the Struggle over Public Space,” is that people in communities undergoing change want the newcomers to have an understanding of the neighborhood’s history. In this assignment you will choose a part of San Francisco or another city that is undergoing green gentrification and document the history and stories of the neighborhood. The idea is not to stop the gentrification, but to produce something that can be used to communicate to newcomers something about the people who came before and the identity they attach to the place, as well as their traditions and values.

This might entail historical research or actually going into a neighborhood to study it ethnographically. Either way, you will construct a story around your neighborhood that conveys something about the history of the people and the place. The story might be told creatively (e.g., through poetry, audio, video, or photography) or you might prefer to document it in traditional written narrative form. Or maybe you have some other creative idea (e.g., Instagram Stories?).

*Final Exam (15%)*

The final will be a take-home short-essay exam. You will have three prompts to choose from. Each will require you in some way to integrate what you’ve learned over the semester.

### *Participation (10%)*

Participate actively in your own education by being in class with your reading and other assignments not only done, but done with curiosity, passion and interest. Be fully present when reading for class. Enter into a conversation with the text. Write in the margins. Transcribe those notes to your journal. Bring your journal to class and share your curiosity. In class, participate fully and meaningfully. Make a positive contribution to the experience of your peers. Listen actively to others and respond in ways that reflect what you've heard. Ask questions, even dumb ones. Challenge our thinking. Challenge your own. If you tend to talk a lot in class, use the opportunity to listen and observe more. If you tend to be quiet in class, we can help you.

Reading is a hands-on activity, so bring your books and other reading material with you (especially notes on anything you read digitally). Know the day's reading so well that you could talk about it on your own for at least five minutes. Know details from the text as well as big ideas. Know what you like or don't like about the reading, and notice your own responses to it. And then go beyond. Know what you don't know about it as well

Act in accord with the values of honesty, integrity and excellence. Conduct yourself in ways that lead your peers to respect and count on you.

### **Grading**

Each assignment will be assigned a grade on a 100-point scale according to criteria laid out for each assignment. Point totals will be weighted as indicated above and summed for a Final Grade calculated on the following scale: A (93-100); A- (90-92); B+ (88-89); B (83-87); B- (80-82); C+ (78-79); C (73-77); C- (70-72); D (60-69); F (< 60).

### **Other Policies**

#### *Technology*

You may not have any digital devices out during class. You will have taken notes in your journal while completing assigned readings and can refer to these as needed. On occasion I may ask someone with a laptop or tablet to look something up for the purpose of discussion. Please speak with me in advance if you feel that having assigned digital readings in front of you during class is a necessity and we can work out an arrangement.

#### *In-class behavior*

In accordance with the Technology policy, computers, cell phones, tablets and other digital devices must be put away during class. Students may bring food and/or drinks to class as long as it is not disruptive. Do not pack books and prepare to leave until class is officially over. Occasional whispered conversations with classmates is permitted, though never when other students are speaking. Inappropriate side

conversations or other disruptive behavior are grounds for asking you to leave the classroom (see the Student Conduct Code referenced at the end of the syllabus).

### *Absences*

You are permitted three absences. After three absences, your final semester grade will drop by 1/3 of a letter grade; after four, it will drop a full letter grade. After five absences, you may receive an F for the semester. Three tardy arrivals equal one absence. If you are more than 15 minutes late, you will be counted absent.

I do not accept nor do I wish to see documentation for excused absences. It is extraordinarily rare that someone has more than three university-approved absences in a term. Therefore you should manage your absences. I would advise that you do not use up your allotted absences early in the semester as you may discover late in the semester that you have a legitimate reason for being absent but have no remaining absences in the course.

### *Late assignments*

Except in cases of documented illness or family emergency, you may not turn work in late. You accept a 0 for that assignment.

### *Makeups/Extra Credit*

The assigned work in this course is relatively light in terms of the number of hours to complete it. I suggest that you focus on organizing your time so that you allow yourself sufficient time to do your best work on each assignment. Poor performance on an assignment is usually due to lack of preparation and dedication. Allowing makeups would be like rewarding lack of preparation and dedication

## **Required Texts/Materials**

- A Journal (a standard composition notebook would be ideal)
- All other assigned readings are either hyperlinked in the syllabus or available on Canvas

## **COURSE CALENDAR**

### **Week 1: What is sustainability? What is a city? What is gentrification?**

#### Monday (1/23)

- Welcome, introductions, “Why are we here?”

#### Wednesday (1/25)

READINGS TO COMPLETE FOR TODAY:

- “What is Sustainability?” Richard Heinberg in *The Post Carbon Reader: Managing the 21st Century’s Sustainability Crisis*, Richard Heinberg and Daniel Lerch, eds. (Healdsburg, CA: Watershed Media, 2010)
- “Eco-cities and Sustainable Urbanism,” Simon Joss, pp. 829-837 in *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Volume 10

#### Friday (1/27)

##### READINGS TO COMPLETE FOR TODAY:

- “Gentrification,” Loretta Lees, pp. 46-52 in *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Volume 10
- “Gentrification of the City,” Tom Slater, pp. 571-585 in *The New Blackwell Companion to the City*, Gary Bridge and Sophie Watson (Eds.), (London: Blackwell, 2011)
- “[The Myth of Gentrification](#),” John Buntin, [slate.com](#)
- “[It’s time to give up the most loaded, least understood word in urban policy: gentrification](#),” Emily Badger, Washington Post
- “[Who says gentrification is a myth?](#)” Brentin Mock, [grist.org](#)

### **Week 2: Trends in urbanization; trends in urban sustainability**

#### Monday (1/30)

##### READINGS TO COMPLETE FOR TODAY:

- “A review of the main challenges to urban sustainability,” Ramin Keivani, *International Journal of Urban Sustainable Development*, 1:(1-2): 5-16 (2010)
- “Introduction”, Bezdecny & Archer, pp. 1-16 in *Handbook of Cities and the Environment*, Archer & Bezdecny (Eds.) (Cheltenham, UK: Edward Elgar Publishing, 2016). NOTE: Read ONLY to page 7!

#### Wednesday (2/1)

##### READINGS TO COMPLETE FOR TODAY:

- “Sustainable cities: research and practice challenges,” Katie Williams, *International Journal of Urban Sustainable Development*, 1:(1-2): 128-132 (2010)

#### Friday (2/3)

##### READINGS TO COMPLETE FOR TODAY:

- “Sustainability and the Reframing of the World City,” Stephen Zavestoski, forthcoming in *Handbook of the History of Sustainability*, Jeremy Caradonn (Ed.), (New York: Routledge)

### **Week 3: Neoliberal Cities as Gentrifying Forces**

#### Monday(2/6)

##### READINGS TO COMPLETE FOR TODAY:

- “Neoliberal Urbanism: Cities and the Rule of Markets,” Nik Theodore et al., pp. 15-25, in *The New Blackwell Companion to the City*, Gary Bridge and Sophie Watson (Eds.), (London: Blackwell, 2011)
- “From brew town to cool town: Neoliberalism and the creative city development strategy in Milwaukee,” Jeffrey Zimmerman, *Cities* 25: 230–242 (2008)

### Wednesday (2/8)

#### READINGS TO COMPLETE FOR TODAY:

- “Moving Beyond Fordism: ‘Complete Streets’ and the Changing Political Economy of Urban Transportation,” Aaron Golub, in *Incomplete Streets: Processes, Practices, and Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge) (2015)

### Friday (2/10)

#### READINGS TO COMPLETE FOR TODAY:

- “Fixing the City in the Context of Neoliberalism: Institutionalized DIY,” Lusi Morhayim, in *Incomplete Streets: Processes, Practices, and Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge) (2015)
- “Urban Spatial Mobility in the Age of Sustainability,” Themis Chronopoulos, in *Incomplete Streets: Processes, Practices, and Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge) (2015)

## **Week 4: “Right to the City” and “Spatial Justice”**

### Monday (2/13)

#### READINGS TO COMPLETE FOR TODAY:

- “Freedom of movement / Freedom of choice: An enquiry into utility cycling and social justice in post-apartheid Cape Town, 1994-2015,” Gail Jennings, in *Bicycle Justice and Urban Transformation: Biking for All?* Golub et al. (Eds.), (New York: Routledge, 2016)
- “Just City,” Susan S Fainstein, pp. 913-918, *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Volume 12

### Wednesday (2/15)

#### READINGS TO COMPLETE FOR TODAY:

- [“The city and spatial justice,”](#) Edward Soja, *Spatial Justice* 1(1): 1-5 (2009)
- Purcell, Mark. “Possible worlds: Henri Lefebvre and the right to the city,” *Journal of Urban Affairs* 36(1): 141-154 (2014)

### Friday (2/17)

#### READINGS TO COMPLETE FOR TODAY:

- “‘Just Diversity’ in the City of Difference,” Kurt Iveson and Ruth Fincher, pp. 407-418, in *The New Blackwell Companion to the City*, Gary Bridge and Sophie Watson (Eds.), (London: Blackwell, 2011)

- “Gentrification and the right to the city: Community conflict and casinos,” John E. Balzarini and Anne B. Shlay, *Journal of Urban Affairs* 38(4): 503-517 (2016).

## **Week 5: Green Gentrification: Product and Process**

Monday (2/20)

President’s Day Holiday (no classes)

Wednesday (2/22)

READINGS TO COMPLETE FOR TODAY:

- “Ecological gentrification: a research agenda exploring justice in the city,” Sarah Dooling, *International Journal of Urban and Regional Research* 33(3): 621–639 (2009)
- “[Can we green the hood without gentrifying it?](#)” Brentin Mock, [grist.org](http://grist.org)

Friday (2/24)

READINGS TO COMPLETE FOR TODAY:

- Selections from *Green Gentrification: Urban Sustainability and the Struggle for Environmental Justice*, Kenneth A. Gould and Tammy L. Lewis, (New York: Routledge, 2016)  
Chapter 1: “Urban Greening and Social Sustainability in a Global Context”
- Chapter 2 “Conceptualizing Green Gentrification”

## **Week 6: Sustainable Transportation and Gentrification**

Monday (2/27)

READINGS TO COMPLETE FOR TODAY:

- “Recruiting People Like You: Socioeconomic Sustainability in Minneapolis’s Bicycle Infrastructure,” Melody Hoffmann, in *Incomplete Streets: Processes, Practices, and Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge, 2015)

Wednesday (3/1)

READINGS TO COMPLETE FOR TODAY:

- “The Politics of Sustainability: Contested Urban Bikeway Development in Portland, Oregon,” Thaddeus R. Miller and Amy Lubitow, in *Incomplete Streets: Processes, Practices, and Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge, 2015)
- “Mediating the ‘white lanes of gentrification’ in Humboldt Park: Community-led Economic Development and the Struggle over Public Space,” Amy Lubitow, pp. 249-259 in *Bicycle Justice and Urban Transformation: Biking for All?* Golub et al. (Eds.), (New York: Routledge, 2016).

### Friday (3/3)

#### READINGS TO COMPLETE FOR TODAY:

- “Is Portland’s Bicycle Success Story a Celebration of Gentrification? A theoretical and statistical analysis of bicycle use and demographic change,” Cameron Herrington, Ryan J. Dann, in *Bicycle Justice: and Urban Transformation Biking for all?* Golub et al. (Eds.) (New York: Routledge, 2016)
- “[Bike share users are mostly rich and white. Here's why that's hard to change](#),” Joseph Stromborg, [vox.com](#) (2015)

## **Week 7: Using Social Control to Reshape Neighborhoods**

### Monday (3/6)

#### READINGS TO COMPLETE FOR TODAY:

- “Compl(eat)ing the Streets: Legalizing Sidewalk Food Vending in Los Angeles,” Mark Vallianatos, in *Incomplete Streets: Processes, Practices, and Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge) (2015)

### Wednesday (3/8)

#### READINGS TO COMPLETE FOR TODAY:

- “Curbing Cruising: Lowriding and the Domestication of Denver’s Northside,” Sig Langegger, in *Incomplete Streets: Processes, Practices, and Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge) (2015)

### Friday (3/10)

#### READINGS TO COMPLETE FOR TODAY:

- “From toxic wreck to crunchy chic: environmental gentrification through the body,” Leslie Kern, *Environment and Planning D: Society and Space* 33: 67 – 83 (2015)

## **Week 8**

3/13-17 Spring Break (no classes)

## **Week 9: Urban Agriculture as Gentrifying Force**

### Monday (3/20)

#### READINGS TO COMPLETE FOR TODAY:

- “Re-imagining the Local: Scale, Race, Culture and the Production of Food Vulnerabilities,” Julian Agyeman and Benjamin L. Simons, pp. 85-100 in *Cities, Nature and Development: The Politics and Production of Urban Vulnerabilities*, Sarah Dooling and Gregory Simon (Eds.), (Burlington, VT: Ashgate, 2012).

### Wednesday (3/22)

#### READINGS TO COMPLETE FOR TODAY:

- “‘One day, the white people are going to want these houses again’: Understanding Gentrification through the North Oakland Farmers Market,” Josh Cadji and Alison Hope Alkon, in *Incomplete Streets: Processes, Practices, and*

*Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge) (2015)

Friday (3/24)

READINGS TO COMPLETE FOR TODAY:

- “Healthy Food Stores, Greenlining and Food Gentrification: Contesting New Forms of Privilege, Displacement and Locally Unwanted Land Uses in Racially Mixed Neighborhoods,” Isabelle Anguelovski, *International Journal of Urban and Regional Research* 1209-1230 (2016). DOI:10.1111/1468-2427.12299

**Week 10: Can Gentrification be a good thing?**

Monday (3/27)

READINGS TO COMPLETE FOR TODAY:

- "[Gentrification, Livable Streets and Community Stability](#)," Chris Carlsson, SFstreetsblog
- "[Gentrification doesn't fix inner-city schools](#)," Nikkole Hannah-Jones, grist.org "Beyond Gentrification" series

Wednesday (3/29)

READINGS TO COMPLETE FOR TODAY:

- TBD

Friday (3/31)

READINGS TO COMPLETE FOR TODAY:

- TBD

**Week 11: Disaster Recovery and Gentrification**

Monday (4/3)

READINGS TO COMPLETE FOR TODAY:

- “The Most Complete Street in the World: A Dream Deferred and Co-Opted,” Anna Livia Brand, in *Incomplete Streets: Processes, Practices, and Possibilities*, Stephen Zavestoski and Julian Agyeman (Eds.) (New York: Routledge) (2015)

Wednesday (4/5)

READINGS TO COMPLETE FOR TODAY:

- Selections from *Crisis Cities: Disaster and Redevelopment in New York and New Orleans* (Oxford, 2014) by Kevin Fox Gotham and Miriam Greenberg:  
Chapter 4: “Crisis as Opportunity: Tracing the Contentious Spatial Politics of Redevelopment  
Chapter 6: “Re-Branding the ‘Big Apple’ and the ‘Big Easy’: Representations of Crisis and Crises of Representation”

Friday (4/7)

READINGS TO COMPLETE FOR TODAY:

- TBD

## **Week 12: The Resilience Revolution—Resilience against gentrification?**

Monday (4/10)

READINGS TO COMPLETE FOR TODAY:

- “Resilient City,” Danny MacKinnon, pp. 561-567 in *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Volume 10
- [“The Rise of Resilience: Linking Resilience and Sustainability in City Planning,”](#) Timon McPhearson, *The Nature of Cities*
- “Revealing the resilience infrastructure of cities: preventing environmental injustices-in-waiting,” Beth Schaefer Caniglia and Beatrice Frank, in *Resilience, Environmental Justice and the City*, Caniglia et al. (Eds.), (New York: Routledge) (2017)

Wednesday (4/12)

READINGS TO COMPLETE FOR TODAY:

- “A framework for improving resilience: adaptation in urban contexts,” Brian Mayer, in *Resilience, Environmental Justice and the City*, Caniglia et al. (Eds.), (New York: Routledge) (2017)
- [“The Resilience of Neoliberal Urbanism,”](#) Tom Slater, [opendemocracy.net](http://opendemocracy.net) (2014)

Friday (4/14) Easter Holiday (no classes)

## **Week 13: Can “Just Green Enough” prevent gentrification?**

Monday (4/17)

READINGS TO COMPLETE FOR TODAY:

- “Just green enough: contesting environmental gentrification in Greenpoint, Brooklyn,” Winifred Curran and Trina Hamilton, *Local Environment* 17(9):1027–1042 (2012)

Wednesday (4/19)

READINGS TO COMPLETE FOR TODAY:

- “Urban green space, public health, and environmental justice: The challenge of making cities ‘just green enough,’” Jennifer R. Wolch, Jason Byrne and Joshua P. Newell, *Landscape and Urban Planning* 125: 234–244 (2014).

Friday (4/21)

READINGS TO COMPLETE FOR TODAY:

- TBD

## **Week 14: Green Gentrification: Opposition Movements**

### Monday (4/24)

#### READINGS TO COMPLETE FOR TODAY:

- “Resisting environmental injustice through socio-spatial tactics: experiences of community reconstruction in Boston, Havana, and Barcelona,” Isabelle Anguelovski, in *Resilience, Environmental Justice and the City*, Caniglia et al. (Eds.), (New York: Routledge) (2017)
- “Environmental justice initiatives for community resilience: ecovillages, just transitions, and human rights cities,” Jacqueline Patterson and Jackie Smith, in *Resilience, Environmental Justice and the City*, Caniglia et al. (Eds.), (New York: Routledge) (2017)

### Wednesday (4/26)

#### READINGS TO COMPLETE FOR TODAY:

- Selections from Malo Andre Hutson’s *The Urban Struggle for Economic, Environmental and Social Justice: Deepening Their Roots* (New York: Routledge) (2016)  
Chapter 5: “San Francisco: The fight to preserve the mission district”  
Chapter 7: “Deepening their Roots: The urban struggle for economic, environmental and social justice”

### Friday (4/28)

#### READINGS TO COMPLETE FOR TODAY:

- [“Contesting and Resisting Environmental Gentrification: Responses to New Paradoxes and Challenges for Urban Environmental Justice,”](#) Hamil Pearsall and Isabelle Anguelovski, *Sociological Research Online* 21(3): 6

## **Week 15: Green Gentrification Case Studies**

### Monday (5/1)

#### READINGS TO COMPLETE FOR TODAY:

- Vancouver: “Political Ecologies of Gentrification,” Noah Quastel, *Urban Geography* 30(7): 694-725 (2009)
- NYC (Harlem): “Wiped Out by the “Greenwave”: Environmental Gentrification and the Paradoxical Politics of Urban Sustainability,” Melissa Checker, *City & Society* 23(2):210–229 (2011)

### Wednesday (5/3)

#### READINGS TO COMPLETE FOR TODAY:

- Seattle and Austin: “Sustainability planning, ecological gentrification and the production of urban vulnerabilities,” Sarah Dooling, pp. 101-119 in *Cities, Nature and Development: The Politics and Production of Urban Vulnerabilities*, Sarah Dooling and Gregory Simon (Eds.) (Burlington, VT: Ashgate, 2012).

### Friday (5/5)

#### READINGS TO COMPLETE FOR TODAY:

- TBD

**Week 16:**

Monday (5/8)

Presentations

Wednesday (5/10)

Presentations

**University Policies***Academic Integrity*

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <http://myusf.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

*Students with Disabilities*

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist.

If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

*Behavioral Expectations*

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement is encouraged when done respectfully and in the

spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

### *Learning & Writing Center*

The Learning & Writing Center provides assistance to all USF students in pursuit of academic success. Peer tutors provide regular review and practice of course materials in the subjects of Math, Science, Business, Economics, Nursing and Languages. Other content areas can be made available by student request. To schedule an appointment, log on to TutorTrac at <https://tutortrac.usfca.edu>. Students may also take advantage of writing support provided by Rhetoric and Language Department instructors and academic study skills support provided by Learning Center professional staff. For more information about these services contact the Learning & Writing Center at (415) 422-6713, email: [lwc@usfca.edu](mailto:lwc@usfca.edu) or stop by our office in Cowell 215. Information can also be found on our website at [www.usfca.edu/lwc](http://www.usfca.edu/lwc).

### *Counseling and Psychological Services*

Our diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Having a crisis at 3 AM? We are still here for you. Telephone consultation through CAPS After Hours is available between the hours of 5:00 PM to 8:30 AM; call the above number and press 2.

### *Confidentiality, Mandatory Reporting, and Sexual Assault*

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options by visiting our website: [www.usfca.edu/studentlife/safer](http://www.usfca.edu/studentlife/safer)

- Students may speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: [www.usfca.callistocampus.org](http://www.usfca.callistocampus.org).
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 ([www.sfwar.org](http://www.sfwar.org)).

### *Student Accounts - Last day to withdraw with tuition reversal*

Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at [www.usfca.edu/schedules](http://www.usfca.edu/schedules).

*Financial Aid - FAFSA priority filing deadline (undergraduates only)*

March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.