

USP 313U Urban Environmental Issues (4 Credits)

Spring 2025 Online Course

Prof. C.N.E. Corbin

Office Hours: Tuesdays 2-3pm & Thursdays 12-1pm & 5-6pm <https://ccorbin.youcanbook.me/>

Email: ccorbin@pdx.edu (please include "313U" in the subject line)



ESD. "How to Move toward Healthier and More Sustainable Cities? (1)," September 11, 2019. <http://esd.aut.ac.ir/how-to-move-toward-healthier-and-more-sustainable-cities-1/>.

We are standing at a pivotal time in human history, most of the world's population is now living in "the urban," and our choices today will have real-life, spatial, and material consequences for future cities and the generations who will inhabit them. Our planet is confronted by concurrent and interrelated developments: rapid urbanization, unprecedented global-scale environmental change, and human economic, political, and social policies and practices.

Historical and current ecological degradation has been attributed to various processes: an expanding urban footprint, a growing population, the consumptive behaviors of city dwellers, and a growth-based economic system, among others. Importantly, these environmental challenges disproportionately impact those with less power. At the same time, cities are centers of innovation, where people are experimenting with new ways of living in a more sustainable manner, reforming the urban landscape, and organizing to challenge the uneven impacts of urban environmental threats. Taken together, these developments leave policymakers, scientists, scholars, activists, and other concerned residents debating the role of cities in both exacerbating environmental issues while also, possibly, being the source of solutions to these very issues.

This course explores this central paradox – the city as a source of and solution to environmental problems – and addresses the following questions: What major environmental problems do the world's cities face? How does urban development drive environmental change, and how do environmental issues drive urban change? How has the relationship between (urban) humans and nature changed over time, and what might it look like in the future? Are sustainable cities possible, and if so, what are they trying to sustain, how do they do so, and for whom?

To address these questions (and others), we will examine a range of historical and current urban environmental challenges and future possibilities, and the ways that cities have attempted to manage or mitigate these problems and prepare for emerging ones. During the first half of the term, we will explore urban environmental issues in a historical context, urbanization and its environmental impacts, and a variety of lenses (including environmental justice and access at the intersection of race, class, and gender) through which to examine urban environmental issues. Over the second half of the class, we will draw on the concept of 'urban metabolism' to examine several of the 'flows' upon which cities depend and/or must manage (water, food, waste, energy, buildings, air, transportation). We will conclude by exploring what constitutes an effective politics of environmental change and what might constitute a 'just transition,' and the possibilities of an environmentally and socially just city. Each week, we will address the scope and scale of the problem, as well as critically examine current and possible solutions as well as their potential

unintended unjust outcomes. While the course is called 'urban environmental issues,' the readings will sometimes go beyond environmental problems because they are intricately interlinked with social, economic, and political issues.

Course Objectives

The course learning objectives include:

- Understanding the interconnections between the social, technological, and ecological dimensions of urban areas;
- Understanding how humans relate to and treat nature in an urbanizing world;
- Understanding the major urban environmental challenges humanity faces and how cities are developing solutions.

In addition to this content knowledge, the course is designed to meet several learning objectives, consistent with the Community Development major and University Studies curricula, including:

- **Critical Thinking**: Analyzing the meaning and validity of information and developing/communicating your own arguments based on your analysis.
- **Communication**: Conveying knowledge and ideas clearly in written and verbal form.

This course is a requirement for the Community Development (CD) major. It also counts towards the following University Studies clusters: Community Studies; Environmental Sustainability; Design Thinking, Innovation, Entrepreneurship; and Healthy People/Places.

Course Structure & Guidelines

Required Reading, Course Lectures, Videos, and Interactive Tools

All course content is available on Canvas and appears in the order that you should read or watch it, but be sure to consult the syllabus to track where we are going and where we have been. Each week you will need to read 4 or 5 (occasionally 6) articles or book chapters. Most readings are short news articles and opinion pieces or long-form essays from journalistic media (e.g., *New York Times*, *Atlantic*, *New Yorker*). Please read these before watching the associated lectures and videos and engaging with the interactive tools.

The readings, videos, and interactive tools are posted for all 10 weeks, and I will post the week's lectures and associated videos and slides by noon each Monday. **Be sure to complete your weekly assignments (see below); most (not all) are due by 9 pm on Sunday with a grace period until 11:59pm.** Don't wait until the last minute to submit! If you have any questions related to the readings or lectures, please post them to the Q&A Discussion Forum on Canvas, especially if you think the class could benefit from the answer; if not, email the instructor directly at ccorbin@pdx.edu.

Grading: P/NP option

P/NP grades have no impact on your grade point average (GPA), but P/NP courses on your transcript could possibly be viewed unfavorably by committees evaluating you for scholarships, graduate school, etc. Before choosing the P/NP option, review the university's policy and discuss

with your academic advisor whether it is the right choice for you. You sign up for the P/NP grading option on Banweb; the instructor cannot see what you chose until they submit your final grade for the course. Make sure to check the deadline for changing your grading <https://www.pdx.edu/registration/academic-calendar>. Contact the registrar with any questions about the policy and registration.

Academic Honesty

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the [PSU Student Conduct Code](#). University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Email Dr. Corbin an image of a tree by Sunday 4/6/2024 and include "313U Tree in the subject line of the email for one extra credit point (do not share this information with other students).

Course Grading Outline

40 Points Reflection Papers

- 5 Reflection Papers Total @ 8pts each

10 Points Online Discussions

- 2 Online Discussions Total @ 5 pts each

50 Points Final Project

- Project Proposal 10 pts
- Project Annotated Bibliography 10 pts
- Project Outline 5 pts
- Final Paper 25 pts

100 Points Total

*Only the first late assignment will incur a reduction in points,
no other late assignments will be accepted.*

Annotated Reflection Papers are 40% or 40 points of your overall grade. (A total of 5 Reflection Papers). All reflection papers must use at least two of the readings from that week's module, unless instructed otherwise, you are required to submit:

1. A well written essay, in annotated bibliography format, that is 1-2 pages in length (approx. 500 words), 12pt font, New Times Roman, 1.5 spaced. Include your full name, date, course name and number, and instructor's name on your submission. (2 pts)
2. Provide citations for 2 readings (APA citation style). (2 pts)
3. Provide a summary for each reading and discuss central theme(s) or argument(s). (2 pts)
4. In 1-2 paragraphs, discuss your thoughts on the readings and how they connect to the week's lesson. (2pts)

The more detailed you are, the more valuable these reflections will be for your final paper!

Online discussions are 10% or 10 points of your overall grade (A total of 2 Online Discussions). To obtain full credit for participation, you must first post your response to the online discussion prompt, due on Sunday, by 9 pm that week. Then you must thoughtfully and respectfully respond to 2 of your classmates'/colleagues' posts by Tuesday 9 pm. Use the online discussions to engage with ideas, ask questions, get feedback on project ideas, and generate academic-focused conversations. You are expected to participate in all online discussions. Follow the Agreements for Multicultural Interaction in the (virtual) Classroom, adapted from the East Bay Meditation Center Agreements during these discussions; you can find it in Canvas under week 1. Email Dr. Corbin an image of a wheel by Sunday 4/6/2024 and include "313U Wheel" in the subject line of the email for one extra credit point (do not share this information with other students).

Online Discussion Rubric

Provide the following:

1. A well-written and engaging response in 250-500 words (1pt)
2. In 1-2 paragraphs, discuss your thoughts on the readings and visual/interactive tools and how they connect to the week's lesson. (1 pt)
3. Provide citations (APA style) (1 pt)
4. Review and respond to two of your classmates' posts (2 pts)

Final Paper Project 50% or 50 points of Overall Grade

Choose an urban environmental issue and research it: The issue must be urban and environmental. A good example topic would be 'water scarcity in Cairo' (not 'global warming'). Introduce what urban environmental issue impacts the city and its residents physically, economically, politically, and socially. Based on 313U Urban Environmental Issues course materials and your own research, discuss how the urban environmental issue can be mitigated (fixed or reduced) and the desired outcome for the city and its residents.

- **Project Proposal (10% or 10pts of overall grade):** Write a 2-3 paragraph description of your project (approx. 500-700 words). The project proposal must name the city (the urban environment) and the specific urban environmental issue you have chosen to focus on for your final paper. Discuss why the city you picked makes sense for discussing the urban environmental issue and reflect on why you have chosen this particular issue. Include the city's size in land mass, its overall population, and its social, economic, and political situation. Lastly, indicate the area/neighborhood of the city and the community/residents you will be focusing on in your project.

- **Project Annotated Bibliography (10% or 10 points of overall grade):** Provide an annotated bibliography with at least 10 sources. Each annotated bibliography must be 150-300 words. Six of the sources must be from the 313U USP Urban Environmental Issues course materials provided (look at those reflection papers use what makes sense for your project) and four must be from outside sources you have found when conducting research on your topic. Outside sources can include newspapers/magazines/web articles, book chapters, academic journals, documentaries/videos. Seven of the sources must be texts/readings and 3 can be visual media/interactive tool(s).

The annotated bibliography must:

1. Provide citations for the readings/visual media/interactive tools (APA citation style)
 2. Provide a summary of each readings/visual media/interactive tool
 3. Discuss the major theme(s) or argument(s) of each reading/visual media/interactive tool
 4. In a paragraph discussing how the reading/visual media/interactive tool relates specifically to your city, the residents, and/or the specific urban environmental issue you will be addressing in your project.
- **Project Outline (5% or 5 points of overall grade):** Provide a detailed essay outline of your project. *Refer to the Resource Module on Canvas for more details.*
 - **Final Paper (25% or 25 points of overall grade):** The final paper must be 10-15 pages (3500-4500 words) inclusive of the bibliography/citation page, images, charts, and or maps. Do not include a cover page. The final paper must be a well written essay that includes the following: 12pt font, New Times Roman font style, 1.5 spaced, pages numbered, and must use APA citation style. Use at least six sources from the course and four outside sources. At least seven of the sources must be texts/readings and the other three sources can be visual media/interactive tool(s). Make sure to include a bibliography (also known as a work cited or reference page). This assignment will test critical thinking, analytical skills, and your ability to apply theory and practice to practical problems. I strongly recommend using office hours and online discussions to help you further your project as we move through the term. Also, use the PSU Writing Center as a resource.

Final Paper Rubric

1. Identify and explain the urban environmental issue you will discuss and why it is important. Discuss how the environmental issue was created or how it has been exacerbated over time. (4 pts)
2. Identify and provide an overview of the city which includes its size in landmass and its overall population as well as its social, economic, and political situation. (4 pts)
3. Explain how the urban environmental issue is physically impacting the city and its residents. (4 pts)

4. Discuss the history of the area/neighborhood of the city and the communities/residents you will be focusing on in your project. (4 pts)
5. Identify and discuss a solution/strategy to mitigate (fix or minimize) the impacts of the urban environmental issue. Based on your solution to the urban environmental issue, explain how differently your city will look and how will it function for residents. (4 pts)
6. The final paper must be a well-written essay and must:
 - Include your full name, date, course name and number, and instructor's name in the appropriate page location.
 - Use at least ten reputable sources, six sources from the course syllabus, and four outside sources. At least seven sources must be texts/readings, and the other three can be visual media/interactive tool(s).
 - Use 12pt font, New Times Roman font style, 1.5 spaced, pages numbered, use APA citation style, and have a bibliography (also known as a work cited page, citation page, or reference page).
 - Be 10-15 pages (3500-4500 words), inclusive of the bibliography, images, charts, and or maps. Do not include a cover page. (5 pts)

Submit your final paper by Thursday, 6/12/2025, by 9 pm via Canvas.

Extra Credit Opportunities!

1. Schedule and attend one 15-minute office hours meeting. Come prepared to discuss your final project ideas and any questions you may have by **May 29, 2025**.
2. Watch the documentary "The Green Divide" and write a reflection paper and submit it on or before **June 6, 2025, by 9pm** (look on Canvas for more details).

Submitting work online

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that:

- (1) all files are submitted in Canvas prior to the deadline and
- (2) all submitted files are those that the student intends to be graded for the assignment

Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension.

Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, PowerPoint) or PDF files. Individual assignment instructions may contain a required file format. Email Dr. Corbin an image of a bird by Sunday 4/6/2024 and include "313U Bird" in the subject line of the email for one extra credit point (do not share this information with other students).

Technology access

Proficiency in the use of Canvas, PSU email, and other computer tools such as ZOOM or part of google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost: <https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service>.

Student Resources

As PSU students, you have access to a number of excellent resources to assist you with writing and research. The PSU Writing Center offers in-person appointment and on-line tools to help you craft your papers (<https://www.pdx.edu/writing-center/>). The PSU library system also offers a number of resources to help you research more effectively and efficiently (<https://library.pdx.edu/services/students/>). I highly recommend you utilize both of these sources given that this course relies heavily on your writing and research for evaluation.

Emergency Funds: <https://www.pdx.edu/dean-student-life/emergency-funds>

Emergency & Crisis Resources

Student Health & Counseling (SHAC) [Emergency & Crisis Resources](#) for a comprehensive list of culturally specific crisis service options:

- National Suicide Hotline: Call or text 988, available via phone, text or chat and connects callers to trained responder at Lines for Life.
- Multnomah County Crisis Line: 503-988-4888, provides crisis support for you or someone you are trying to help and assistance accessing urgent walk-in clinics.
- Ayuda en Español: 1-888-628-9464
- Thrive Text Lifeline: Text "THRIVE" to (313) 662-8209, crisis support run by and for marginalized individuals that does not ever contact law enforcement.
- Alcohol & Drug Helpline: 1-800-923-4357
- Call to Safety Crisis Line (Domestic Violence): 1-888-235-5333
- Native Crisis text Line: Text NATIVE to 741741
- Military Helpline: 1-888-457-4838
- Racial equity support Line: 503-575-3764 (10am-7pm M-F)

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The

DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations.

If you already have accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, drc@pdx.edu. Visit the DRC online at <https://www.pdx.edu/disability-resource-center/>.

Sexual Harassment and Safe Campus

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate. For more information about Title IX please complete the required student module *Creating a Safe Campus*.

	Course Materials: 313U Urban Environmental Issues
Week 1 3/31/2025	Becoming Urban & The Industrial City
	<p>Readings</p> <ul style="list-style-type: none"> • 313U Urban Environmental Issues Syllabus (Read it cover to cover!) • Agreements for Multicultural Interaction in the (virtual) Classroom, Adapted from the East Bay Meditation Center Agreements • Benton-Short, Lisa, and John Rennie Short. "The Industrial City." In <i>Cities and Nature</i>, 2nd ed., 57–94. Routledge, 2013. • Cronon, William. "Dreaming the Metropolis." In <i>Nature's Metropolis: Chicago and the Great West</i>, 23-54. New York: W. W. Norton & Company, 1992. <p>Media</p> <ul style="list-style-type: none"> • A Brief History of U.S. City Planning City Beautiful ~15 mins. https://www.youtube.com/watch?v=2Q5bICcek6s • TED Talk on the Mannahatt Project by Eric Sanderson at TED2009 https://welikia.org/download/presentations/ <p>Interactive Tool</p> <ul style="list-style-type: none"> • <i>Beyond Mannahatta The Welikia Project</i> https://welikia.org/ <p>Assignment</p> <ul style="list-style-type: none"> • Online Discussion Response #1 Due on Sunday by 9 pm
Week 2 4/7/2025	Mega Cities & Informal Cities
	<p>Readings</p> <ul style="list-style-type: none"> • Sorensen, Andre, and Junichiro Okata. "Introduction: Megacities, Urban Form, and Sustainability." In <i>Megacities: Urban Form, Governance, and Sustainability</i>, 1–12. New York: Springer Science & Business Media, 2010. • Davis, Mike. "Planet of Slums: Urban Involution and the Informal Proletariat - Welcome to Foresight for Development." <i>New Left Review</i>, no. 26 (2004): 5–24. • Davis, Mike. "Slum Ecology." <i>Orion Magazine</i>. Accessed September 29, 2020. https://orionmagazine.org/article/slum-ecology/. • Ogunlesi, Tolu, and Andrew Esiebo. "Inside Makoko: Danger and Ingenuity in the World's Biggest Floating Slum." <i>The Guardian</i>, February 23, 2016, sec. Cities. https://www.theguardian.com/cities/2016/feb/23/makoko-lagos-danger-ingenuity-floating-slum <p>Visual Media</p> <ul style="list-style-type: none"> • Megacities of the World ~70 mins. https://www.youtube.com/watch?v=0ULzxD3w_c8 <p>Interactive Tool</p> <ul style="list-style-type: none"> • The Age of Megacities National Geographic https://www.nationalgeographic.org/interactive/age-megacities/ <p>Assignment</p> <ul style="list-style-type: none"> • Reflection Paper #1 Due Sunday by 9 pm (Grace period until 11:59pm)

Week 3 4/14/2025	The Urban Commons & Access
	<p>Readings</p> <ul style="list-style-type: none"> • Hardin, Garrett. "The Tragedy of the Commons." <i>Science</i> 162, no. 3859 (1968): 1243–48. https://www.jstor.org/stable/1724745. • Foster, Shelia, and Christian Laione. Part I: The Commons and The City "The City as a Commons." <i>Yale Law and Policy</i> 34, no. 2 (2016): 282–311. (Part 1 Only!!!) • Ribot, Jesse C., and Nancy Lee Peluso. "A Theory of Access*." <i>Rural Sociology</i> 68, no. 2 (2003): 153–81. <p>Visual Media</p> <ul style="list-style-type: none"> • What are the Commons? Utrecht University ~3 mins https://www.youtube.com/watch?v=WjUyfV06d7Q • What is the tragedy of the commons? Nicholas Amendolare TED Ed ~5 mins https://www.youtube.com/watch?v=CxC161GvMPc • Elinor Ostrom Women in Economics ~5 mins https://www.youtube.com/watch?v=BDEAgmkINyE&list=RDLVD1xwV2UDPAg&index=10 • Public vs. Private Goods Conservation Strategy Fund ~8 mins https://www.youtube.com/watch?v=E1v5eRs0_fw&list=RDLVD1xwV2UDPAg&index=25 <p>Assignment</p> <ul style="list-style-type: none"> • Reflection Paper #2 Due on Sunday by 9 pm (Grace period until 11:59pm)
Week 4 4/21/2025	Environmental (In)Justice & Uneven Resource Distribution
	<p>Readings</p> <ul style="list-style-type: none"> • Bullard, Robert D. "From Civil Rights to Black Lives Matter." In <i>Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More</i>, edited by Michael Mascarenhas, 2–17. Los Angeles: SAGE Publications, 2020. • Schell, Christopher J., Karen Dyson, Tracy L. Fuentes, Simone Des Roches, Nyeema C. Harris, Danica Sterud Miller, Cleo A. Woelfle-Erskine, and Max R. Lambert. "The Ecological and Evolutionary Consequences of Systemic Racism in Urban Environments." <i>Science</i>, August 13, 2020, 1–18. • POC Environmental Leadership Summit, Principles of EJ <p>Visual Media</p> <ul style="list-style-type: none"> • How systemic racism shaped the ecosystems of U.S. Cities Science Magazine ~5 mins. https://www.youtube.com/watch?v=KfkllLeNZg • What's It's Like to Live in Cancer Alley Now This ~11mins. https://www.youtube.com/watch?v=aCT6BO7wLDs&list=PLn3gpObqWHHAiXThXEtrj0MUoycYLTxc5 • Mni Wiconi: The Stand at Standing Rock Divided Films ~8.5 mins. https://www.youtube.com/watch?v=4FDuqYld8C8 • We Are: Appalachia "Justice for the Appalachia Environment Appalachian Polar Programing Society ~21 mins https://www.youtube.com/watch?v=T7ToCdiJ_7g <p>Interactive Tools</p> <ul style="list-style-type: none"> • Mapping Inequality Redlining in New Deal America

	<p>https://dsl.richmond.edu/panorama/redlining/#loc=5/39.779/-94.58</p> <ul style="list-style-type: none"> EJScreen: Environmental Justice Mapping Tool https://www.epa.gov/ejscreen <p>Assignment</p> <ul style="list-style-type: none"> Reflection Paper #3 Due Sunday by 9 pm (Grace period until 11:59pm)
Week 5 4/28/2025	Urban Metabolism & Human Mobility
	<p>Readings</p> <p>Urban Metabolism</p> <ul style="list-style-type: none"> Kennedy, C., S. Pincetl, and P. Bunje. "The Study of Urban Metabolism and Its Applications to Urban Planning and Design." <i>Environmental Pollution (Barking, Essex: 1987)</i> 159, no. 8–9 (September 2011): 1965–73. Roggema, Rob. "City of Flows: The Need for Design-Led Research to Urban Metabolism." <i>Urban Planning</i> 4, no. 1 (February 21, 2019): 106–12. <p>Traffic & Transit</p> <ul style="list-style-type: none"> Traffic-Related Air Pollution: A Critical Review of the Literature on Emissions, Exposure, and Health Effects," Special Report 17. Health Effects Institute, January 2010. McCracken, John. "The Train Derailment in Ohio Was a Disaster Waiting to Happen." <i>Grist</i>, February 21, 2023. https://grist.org/accountability/train-derailments-business-usual-railroad-industry/. Samuels, Alana. "The Role of Highways in American Poverty." <i>The Atlantic</i>, March 18, 2016. https://www.theatlantic.com/business/archive/2016/03/role-of-highways-in-american-poverty/474282/. <p>Visual Media</p> <ul style="list-style-type: none"> The Bangalore Urban Metabolism Project (B.U.M.P.) Episode 1 Introduction ~17 mins. https://www.youtube.com/watch?v=6lu4DTMoIQI Bogota, Building a Sustainable City PBS Design e2 ~25 mins https://video-alexanderstreet-com.proxy.lib.pdx.edu/watch/bogota-building-a-sustainable-city-3 <p>Interactive Tools</p> <ul style="list-style-type: none"> Online Material Flow Analysis Tool (OMAT) https://archive.metabolismofcities.org/omat/about <p>Assignment</p> <ul style="list-style-type: none"> Online Discussion Response #2 Due on Sunday by 9 pm
Week 6 5/5/2025	Urban Agriculture & Food Systems
	<p>Readings</p> <ul style="list-style-type: none"> Wiskerke, Johannes S.C. "Urban Food Systems." In <i>Cities and Agriculture: Developing Resilient Urban Food Systems</i>, 1–25. New York: Routledge, 2015. Brones, Anna. "Food Apartheid: The Root of the Problem with America's Groceries." <i>The Guardian</i>, May 15, 2018, sec. Society. https://www.theguardian.com/society/2018/may/15/food-apartheid-food-deserts-racism-inequality-america-karen-washington-interview.

	<ul style="list-style-type: none"> Foderaro, Lisa W. "Enjoy Park Greenery, City Says, but Not as Salad (Published 2011)." <i>The New York Times</i>, July 30, 2011, sec. New York. https://www.nytimes.com/2011/07/30/nyregion/new-york-moves-to-stop-foraging-in-citys-parks.html. <p>Visual Media</p> <ul style="list-style-type: none"> Ron Finley TED 2013 A guerrilla gardener in South Central LA ~10 mins. https://www.ted.com/talks/ron_finley_a_guerrilla_gardener_in_south_central_la?language=en Singapore's Bold Plan to Build Farms of the Future Tomorrow's Build ~ 10 mins https://www.youtube.com/watch?v=2ueVw83Plec <p>Assignment</p> <ul style="list-style-type: none"> Project Proposal Due Sunday by 9 pm (Grace period until 11:59pm)
Week 7 5/12/2025	Urban Sustainability, Greenlining, and Ecosystem Services
	<p>Readings</p> <ul style="list-style-type: none"> Lehmann, Steffen. "Green Urbanism: Formulating a Series of Holistic Principles." <i>S.A.P.I.EN.S. Surveys and Perspectives Integrating Environment and Society</i>, no. 3.2 (September 9, 2010). http://journals.openedition.org/sapiens/1057. Salzman, James, Craig Arnold, Robert Garcia, Keith Hirokawa, Kay Jowers, Jeffrey LeJava, Margaret Peloso, and Lydia Olander. "The Most Important Current Research Questions in Urban Ecosystem Services." <i>Duke Environmental Law & Policy Forum</i> 25, no. 1 (October 1, 2014): 1–47. Gould, Kenneth, and Tammy Lewis. "Conceptualizing Green Gentrification." In <i>Green Gentrification</i>, 23–41. Routledge, 2016. Gouvea de Andrade, Matheus. "How Medellin Is Beating the Heat with Green Corridors." BBC, September 22, 2023. https://www.bbc.com/future/article/20230922-how-medellin-is-beating-the-heat-with-green-corridors. Kiesel, Laura. 2022. "Why 'Greening' Cities Can Make Gentrification Worse — and Often Doesn't Help the Environment Either." <i>Salon</i>. February 26. https://www.salon.com/2022/02/26/eco-gentrification/. <p>Visual Media</p> <ul style="list-style-type: none"> <i>The Nature of Cities</i>. ~40 mins. https://fod-infobase-com.proxy.lib.pdx.edu/p_ViewVideo.aspx?xtid=56446 Can urban reforestation help lower rising temperatures? PBS ~ 10 mins https://www.pbs.org/newshour/show/can-urban-reforestation-help-lower-rising-temperatures Tiny Urban Forests World Economic Forum ~ 2 mins https://www.weforum.org/videos/these-tiny-urban-forests-could-be-a-secret-weapon-against-climate-change/ <p>Assignment</p> <ul style="list-style-type: none"> Reflection Paper #4 Due on Sunday by 9 pm (Grace period until 11:59pm)

Week 8 5/19/2025	Climate Change & Global Warming
	<p>Readings</p> <ul style="list-style-type: none"> Benton-Short, Lisa, and John R. Short. "Cities, Environmental Hazards and Disasters." In <i>Cities and Nature</i>, 118-140. New York: Taylor & Francis, 2008. <p>Heat Island Effect</p> <ul style="list-style-type: none"> Morrison, Jim. "Can We Turn Down the Temperature on Urban Heat Islands?" Yale E360, September 12, 2019. https://e360.yale.edu/features/can-we-turn-down-the-temperature-on-urban-heat-islands. <p>Wildfires</p> <ul style="list-style-type: none"> Hirschlag, Allison. "The Long Distance Harm Done by Wildfires." BBC, August 23, 2020. https://www.bbc.com/future/article/20200821-how-wildfire-pollution-may-be-harming-your-health. EcoWatch. "Plastic Pipes Are Polluting Drinking Water Systems After Wildfires," December 15, 2020. https://www.ecowatch.com/plastic-pipes-pollute-water-2649491435.html. <p>Flooding & Sea Level Rise</p> <ul style="list-style-type: none"> Bogost, Ian. "Houston's Flood Is a Design Problem." The Atlantic, August 28, 2017. https://www.theatlantic.com/technology/archive/2017/08/why-cities-flood/538251/. KQED. "Groundwater Beneath Your Feet Is Rising with the Sea. It Could Bring Long-Buried Toxins With It." https://www.kqed.org/science/1971582/groundwater-beneath-your-feet-is-rising-with-the-sea-it-could-bring-long-buried-toxins-with-it. <p>Visual Media</p> <ul style="list-style-type: none"> "Before the Flood," directed by Fisher Stevens., produced by Trevor Davidoski, et al. , National Geographic, 2016. Alexander Street. ~1.5 hrs. https://video-alexanderstreet-com.proxy.lib.pdx.edu/watch/before-the-flood/cite?context=channel:environmental-studies <p>Interactive Tool</p> <ul style="list-style-type: none"> Sea Level Rise and the Fate of Coastal Cities https://earth.google.com/web/@34.73255806,-94.20827748,312.22098422a,12000003.39963453d,35y,0h,0t,0r/data=CjASLhlgNzJlM2QwZWU3NGMyMTFODhjMWwNiZjg2OTQ1ZTVlZWMiCnZveV9zcGxhc2g <p>Assignment</p> <ul style="list-style-type: none"> Project Annotated Bibliography Due Sunday by 9 pm (Grace period until 11:59pm) Project Outline Due Sunday by 9 pm (Grace period until 11:59pm)
Week 9 5/26/2025	Climate Justice, Climate Gentrification, and Climate Migration
	<p>Readings</p> <ul style="list-style-type: none"> Lustgarten, Abrahm. "HOW CLIMATE CHANGE WILL REMAP WHERE AMERICANS LIVE." <i>New York Times Magazine</i>, September 20, 2020.

	<ul style="list-style-type: none"> Simmons, Daisy. "What Is 'Climate Justice'?" » Yale Climate Connections." Yale Climate Connections, July 29, 2020. https://yaleclimateconnections.org/2020/07/what-is-climate-justice/ Cusick, Daniel. "Past Racist 'Redlining' Practices Increased Climate Burden on Minority Neighborhoods." Scientific American, January 21, 2024AD. https://www.scientificamerican.com/article/past-racist-redlining-practices-increased-climate-burden-on-minority-neighborhoods/ <p>Visual Media</p> <ul style="list-style-type: none"> Is Climate Gentrification Happening in Miami? PBS ~13mins. https://www.youtube.com/watch?v=sa55kMXxXCQ Colette Pichon Battle Climate Change Will Displace Millions. Here's How We Prepare Ted Talk ~13 mins https://fod-infobase-com.proxy.lib.pdx.edu/p_ViewVideo.aspx?xtid=209733 Extreme heat is worse in redlined neighborhoods Grist ~5 mins https://www.youtube.com/watch?v=uibxHzqZn-A <p>Assignment</p> <ul style="list-style-type: none"> Reflection Paper #5 Due Sunday by 9 pm (Grace period until 11:59pm)
Week 10 6/2/2025	Future Cities & Urbanities
	<p>Readings</p> <ul style="list-style-type: none"> SEÑÁKW https://senakw.com/ <ul style="list-style-type: none"> History https://senakw.com/history Vision https://senakw.com/vision Sustainability https://senakw.com/district-energy The Line Saudia Arabia <ul style="list-style-type: none"> https://www.neom.com/en-us/regions/theline The Line The City of the Future ~ 15 mins https://www.youtube.com/watch?v=eoDR8wgoCM8&t=1s Evans, Monica. "The Line in the Sand: Will Neom Prove Miracle or Mirage?" <i>Think Landscape Global Landscape Forum</i>, December 9, 2024. https://thinklandscape.globallandscapesforum.org/71219/the-line-in-the-sand-will-neom-prove-miracle-or-mirage/ https://www.neom.com/en-us/regions/theline Barker, Nat. "Ten Futuristic Cities Set to Be Built around the World." Dezeen, August 1, 2022. https://www.dezeen.com/2022/08/01/futuristic-cities-planned-architecture-masterplanning-urban-design/. Veldacademie. "1.3 What is the Just City Index?" 8 Cities That Show You What The Future Will Look Like https://www.wired.com/2015/09/design-issue-future-of-cities/ <p>Visual Media</p> <ul style="list-style-type: none"> Welcome to the Just City ~2 mins. https://www.youtube.com/watch?v=DDRLiTgdVXE Building Inclusive Healthy Places ~3 mins. https://www.youtube.com/watch?v=Lq9rLsoPxQ

	<ul style="list-style-type: none"> Floating cities, the Lego House and other architectural forms of the future TED Ideas Worth Spreading ~15 mins https://www.ted.com/talks/bjarke_ingels_floating_cities_the_lego_house_and_others_architectural_forms_of_the_future <p><u>Assignment</u></p> <p>Focus on writing your final paper and use the futures cities and urbanities course materials to help you think through how your city/urban neighborhood will look like and function based on your proposed solution(s).</p>
Finals Week 6/9- 13/2025	Final Projects Due on Thursday, 6/12/2025, by 9 pm (<i>Grace period until 11:59pm</i>)