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 contemporary 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 exacerbating environmental issues while also, possibly, being the source of solutions to these very same 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 within a historical context, with a focus on urbanization and its environmental impacts. We will use a variety of lenses as well as their associated concepts, terms, and processes (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 first half of the course to examine several current environmental issues. 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 "the urban" and 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;
- Understand the socio-structural power dynamics in urban environmental plans and policies and how these processes have contributed/ continues to perpetuate institutional, systemic, and structural racism, ableism, and income inequalities.
- 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.

University Studies Learning Goals:

- ### Communication
  Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

- ### Inquiry & Critical Thinking
  Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.

- ### Diversity, Equity, & Social Justice
  Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

- ### Ethics, Agency & Community
  Students will examine values, theories, and practices that inform their actions and reflect on how personal choices and group decisions impact local and global communities.

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, book office hours with the instructor at https://ccorbin.youcanbook.me/ or email the instructor directly at ccorbin@pdx.edu. Email Dr. Corbin an image of a cityscape by Sunday 1/11/2026 and include "313U Cityscape" in the subject line of the email for one extra credit point (do not share this information with other students).

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 includes using another person's theories, ideas, or phrases without proper attribution. Plagiarism also includes using artificial intelligence or AI apps like ChatGPT to write and/or generate assignments or assignment content as your original work,** The simplest way to avoid plagiarizing is to submit your original work and 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 turtle by Sunday 1/11/2026 and include "313U Turtle" 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 5 pts
- Project Annotated Bibliography 10 pts
- Project Outline 5 pts
- Final Presentation 30 pts
  - Script 5 pts
  - Slide deck 5 pts
  - Presentation 20 pts

100 Points Total

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

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 **03/05/2026.**

2. Watch the documentary Floating Cities as an Innovative Responses to Climate Change the write a reflection paper and submit it on or before **03/08/2026, by 11:59pm** (look on Canvas for more details).

3. Using two sources from the Week 10 readings, submit a ~500-700 words draft discussing the urban environmental solution you will implement in your final project and how it will positively impact your city and its inhabitants in the future. Due on or before 3/15 at 11:59pm. (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

zero. 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 tree by Sunday 1/11/2026 and include "313U Tree" 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.*

Week 1 1/5/2026	Becoming Urban & The Industrial City

<u>Readings</u>
- 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, L. and J.R. Short. (2013).The Industrial City. In *Cities and Nature*, 2nd ed., 57–94. Routledge.
- Cronon, W. (1992). Dreaming the Metropolis. In *Nature's Metropolis: Chicago and the Great West,* 23-54. New York: W. W. Norton & Company.

<u>Media</u>
- 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/

<u>Interactive Tool</u>
- The Welikia Project https://www.welikia.org/

<u>Assignment</u>
- Online Discussion Response #1 Due on Sunday by 9 pm

Week 2 1/12/2026	Mega Cities & Informal Cities

<u>Readings</u>
- Sorensen, A., and J. Okata. (2010). Introduction: Megacities, Urban Form, and Sustainability. In Megacities: Urban Form, Governance, and Sustainability, 1–12. New York: Springer Science & Business Media.
- Davis, M. (2004). Planet of Slums: Urban Involution and the Informal Proletariat— Welcome to Foresight For Development. *New Left Review*, *26*, 5–24. http://www.foresightfordevelopment.org/sobipro/54/503-planet-of-slums-urban-involution-and-the-informal-proletariat
- Ogunlesi, T. and A. Esiebo. (2016, February 23). *Inside Makoko: Danger and Ingenuity in the World's Biggest Floating Slum*. The Guardian. https://www.theguardian.com/cities/2016/feb/23/makoko-lagos-danger-ingenuity-floating-slum

<u>Visual Media</u>
- Megacities of the World ~70 mins. https://www.youtube.com/watch?v=0ULzxD3w_c8

<u>Interactive Tool</u>
- The Age of Megacities | Story Map
- https://storymaps.arcgis.com/stories/a900831b442e43c79cf9eeb399d5440f
<u>Assignment</u>
- Reflection Paper #1 Due Sunday by 9 pm *(Grace period until 11:59pm)*

Week 3 1/19/2026	Flows: Urban Metabolism & Human Mobility

Readings

- Kennedy, C., Pincetl, S., & Bunje, P. (2011). The study of urban metabolism and its applications to urban planning and design. *Environmental Pollution (Barking, Essex: 1987)*, *159*(8–9), 1965–1973. https://doi.org/10.1016/j.envpol.2010.10.022
- Roggema, R. (2019). City of Flows: The Need for Design-Led Research to Urban Metabolism. *Urban Planning*, *4*(1), 106–112. https://doi.org/10.17645/up.v4i1.1988

Traffic & Transit

- *Traffic-Related Air Pollution: A Critical Review of the Literature on Emissions, Exposure, and Health Effects* (Special Report No. 17). (2010). HEI Panel on the Health Effects of Traffic-Related Air Pollution. https://www.healtheffects.org/publication/traffic-related-air-pollution-critical-review-literature-emissions-exposure-and-health
- McCracken, J. (2023, February 21). "The Train Derailment in Ohio Was a Disaster Waiting to Happen." Grist. https://grist.org/accountability/train-derailments-business-usual-railroad-industry/.
- Semuels, A. (2016, March 18). "The Role of Highways in American Poverty." The Atlantic. https://www.theatlantic.com/business/archive/2016/03/role-of-highways-in-american-poverty/474282/.

Visual Media

- The Bangalore Urban Metabolism Project (B.U.M.P.) Episode 1| Introduction ~17 mins. https://www.youtube.com/watch?v=6Iu4DTMoIQI
- 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

Assignment

- Reflection Paper #2 Due on Sunday by 9 pm *(Grace period until 11:59pm)*

Week 4 1/26/2026	Access & The Commons

Readings

- Hardin, G. (1968). The Tragedy of the Commons. *Science*, *162*(3859), 1243–1248. https://www.jstor.org/stable/1724745
- Foster, S., & Laione, C. (2016). The City as a Commons. *Yale Law and Policy*, *34*(2), 281–349. *(Read Part 1 Only!!!)*
- Ribot, J. C., & Peluso, N. L. (2003). A Theory of Access*. *Rural Sociology*, *68*(2), 153–181. https://doi.org/10.1111/j.1549-0831.2003.tb00133.x

Visual Media

- 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=BDEAgmklNyE&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

<u>Assignment</u>

- **Reflection Paper #3 Due on Sunday by 9 pm** *(Grace period until 11:59pm)*

Week 5 2/02/2026	Environmental (In)Justice & Uneven Resource Distribution

<u>Readings</u>

- Bullard, R. D. (2020). From Civil Rights to Black Lives Matter. In M. Mascarenhas (Ed.), *Lessons in Environmental Justice: From Civil Rights to Black Lives Matter and Idle No More* (pp. 2–17). SAGE Publications.
- Schell, C. J., Dyson, K., Fuentes, T. L., Roches, S. D., Harris, N. C., Miller, D. S., Woelfle-Erskine, C. A., & Lambert, M. R. (2020). The ecological and evolutionary consequences of systemic racism in urban environments. *Science*, 1–18. https://doi.org/10.1126/science.aay4497
- Chow, A. (2025, August 13). *Inside the Memphis Community Battling Elon Musk's xAI*. Time. https://time.com/7308925/elon-musk-memphis-ai-data-center/
- POC Environmental Leadership Summit, Principles of EJ

<u>Visual Media</u>

- How systemic racism shaped the ecosystems of U.S. Cities | Science Magazine ~5 mins. https://www.youtube.com/watch?v=_KfklILeNZg
- Is Elon Musk's Supercomputer Polluting Memphis? A Community Fights Back | Time | ! 7 mins https://www.youtube.com/watch?v=eQoNq-zE3rM
- 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 Poluar Programing Society ~21 mins https://www.youtube.com/watch?v=T7ToCdiJ_7g

<u>Interactive Tools</u>

- Mapping Inequality Redlining in New Deal America https://dsl.richmond.edu/panorama/redlining/#loc=5/39.779/-94.58
- EJScreen: Environmental Justice Mapping Tool https://pedp-ejscreen.azurewebsites.net/

<u>Assignment</u>

- **Reflection Paper #4 Due Sunday by 9 pm** *(Grace period until 11:59pm*

Week 6	Ecosystem Services, Greenlining & Green Gentrification

<u>Readings</u>
- Lehmann, S. (2010). Green Urbanism: Formulating a Series of Holistic Principles. *S.A.P.I.EN.S. Surveys and Perspectives Integrating Environment and Society*, *3.2*. http://journals.openedition.org/sapiens/1057
- Salzman, J., Arnold, C., Garcia, R., Hirokawa, K., Jowers, K., LeJava, J., Peloso, M., & Olander, L. (2014). The Most Important Current Research Questions in Urban Ecosystem Services. *Duke Environmental Law & Policy Forum*, *25*(1), 1–22. https://scholarship.law.duke.edu/delpf/vol25/iss1/1
- Gould, K., & Lewis, T. (2016). Conceptualizing green gentrification. In *Green Gentrification* (pp. 23–41). Routledge.
- Kiesel, L. (2022, February 26). *Why "greening" cities can make gentrification worse—And often doesn't help the environment either*. Salon.Com. https://www.salon.com/2022/02/26/eco-gentrification/?utm_source=website&utm_medium=social&utm_campaign=ogshare&utm_content=og

<u>Visual Media</u>
- The Nature of Cities | ~40 mins. https://access.infobase.com/video/19467-nature-cities?rak=1
- 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/

<u>Assignment</u>
- **Online Discussion Response #2 Due on Sunday by 9 pm**

Week 7 2/16/2026	Energy, Technology & Ecology

<u>Readings</u>
- Wroth, K (2025,, October 17). "Data Drain: The Land and Water Impacts of the AI Boom." Lincoln Institute of Land Policy. https://www.lincolninst.edu/publications/land-lines-magazine/articles/land-water-impacts-data-centers/.

Harborton Reliability Project:
- PGE **Harborton Reliability Project** https://www.portlandgeneralprojects.com/projects/harborton-reliability-project/
- PGE Get The Facts Harborton Reliability Project (PDF)
- **PGE project in Forest Park appealed by conservation, neighborhood groups** https://www.opb.org/article/2025/03/27/think-out-loud-pge-forest-park-conservation-neighborhood/
- Fighting for Forest Park: Harborton Reliability Project

https://birdallianceoregon.org/our-work/protect/habitat-and-wildlife/urban/fighting-for-forest-park-harborton-reliability-project/

<u>Visual Media</u>
- The Energy Grid Explained | ~35 mins
  https://www.youtube.com/watch?v=xgf2FD62j3g
- The Real Cost of Our Energy Demand | An Optimist's Guide to the Planet|48 mins
  https://www.youtube.com/watch?v=dvlGcsuN9WY

<u>Assignment</u>
- Reflection Paper #5 Due on Sunday by 9 pm *(Grace period until 11:59pm)*Project

Week 8 2/23/2026	Urban Agriculture & Food Systems

<u>Readings</u>
- Wiskerke, J.S.C. (2015). Urban Food Systems. In *Cities and Agriculture: Developing Resilient Urban Food Systems*, 1–25. New York: Routledge.
- Brones, A. (2018, May 15). *Food Apartheid: The Root of the Problem with America's Groceries*. The Guardian. https://www.theguardian.com/society/2018/may/15/food-apartheid-food-deserts-racism-inequality-america-karen-washington-interview.
- Foderaro, L.W. (2011, July 30). *Enjoy Park Greenery, City Says, but Not as Salad*. The New York Times. https://www.nytimes.com/2011/07/30/nyregion/new-york-moves-to-stop-foraging-in-citys-parks.html.

<u>Visual Media</u>
- 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

<u>Assignment</u>
- Project Proposal Due Sunday by 9 pm *(Grace period until 11:59pm)*

Week 9 3/02/2026	Climate Change, Global Warming & Climate Justice

<u>Readings</u>
- Benton-Short, L. and J.R. Short. (2008). Cities, Environmental Hazards and Disasters. In *Cities and Nature,* 118-140. New York: Taylor & Francis.
- Simmons, D. (2020, July 29). *What Is 'Climate Justice?* Yale Climate

<u>Heat Island Effect</u>
- Morrison, J. (2019, September 12). *Can We Turn Down the Temperature on Urban Heat Islands?*" Yale E360.. https://e360.yale.edu/features/can-we-turn-down-the-temperature-on-urban-heat-islands.
- Cusick, D. (2020, January 21). *Past Racist 'Redlining' Practices Increased Climate Burden on Minority Neighborhoods*. Scientific American. https://www.scientificamerican.com/article/past-racist-redlining-practices-increased-climate-burden-on-minority-neighborhoods/

Wildfires
- Hirschlag, A. (2020, August 23). *The Long Distance Harm Done by Wildfires.* BBC. https://www.bbc.com/future/article/20200821-how-wildfire-pollution-may-be-harming-your-health.

Flooding & Sea Level Rise
- Bogost, I. (2020, August 28). Houston's Flood Is a Design Problem. The Atlantic. https://www.theatlantic.com/technology/archive/2017/08/why-cities-flood/538251/.

Visual Media
- Chasing our Climate: On the Frontlines | NBC New York ~30 mins https://www.youtube.com/watch?v=uBsAVnQq3qo
- Climate Extremes | ~50 min https://www.youtube.com/watch?v=U8pLrRkqbb0
- Is Climate Gentrification Happening in Miami? | PBS ~13mins. https://www.youtube.com/watch?v=sa55kMXxXCQ
- Extreme heat is worse in redlined neighborhoods | Grist ~5 mins https://www.youtube.com/watch?v=uibxHzqZn-A

Interactive Tool
- 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=CjASLhIgNzJlM2QwZWU3NGMyMTFlODhjMWNiZjg2OTQ1ZTVlZWMiCnZveV9zcGxhc2g

Assignment
- **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 10 3/09/2026	Future Cities & Urbanities

Readings
- SEŃÁ<u>K</u>W https://senakw.com/
- Evans, M. (2024, December 9). *The Line in the Sand: Will Neom Prove Miracle or Mirage?* Think Landscape Global Landscape Forum. https://thinklandscape.globallandscapesforum.org/71219/the-line-in-the-sand-will-neom-prove-miracle-or-mirage/
- Barker, N. (2022, August 1). *Ten Futuristic Cities Set to Be Built around the World..* Dezeen. 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/

Visual Media
- 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=Laq9rLsoPxQ
- 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_other_architectural_forms_of_the_future

<u>Assignment</u>
- Extra Credit Opportunity #3

Finals Week 3/16-20/2025	Final Projects Due Weds., 3/18/2026, by 11:59 pm *(Grace period until 8 am 3/19.2026)*